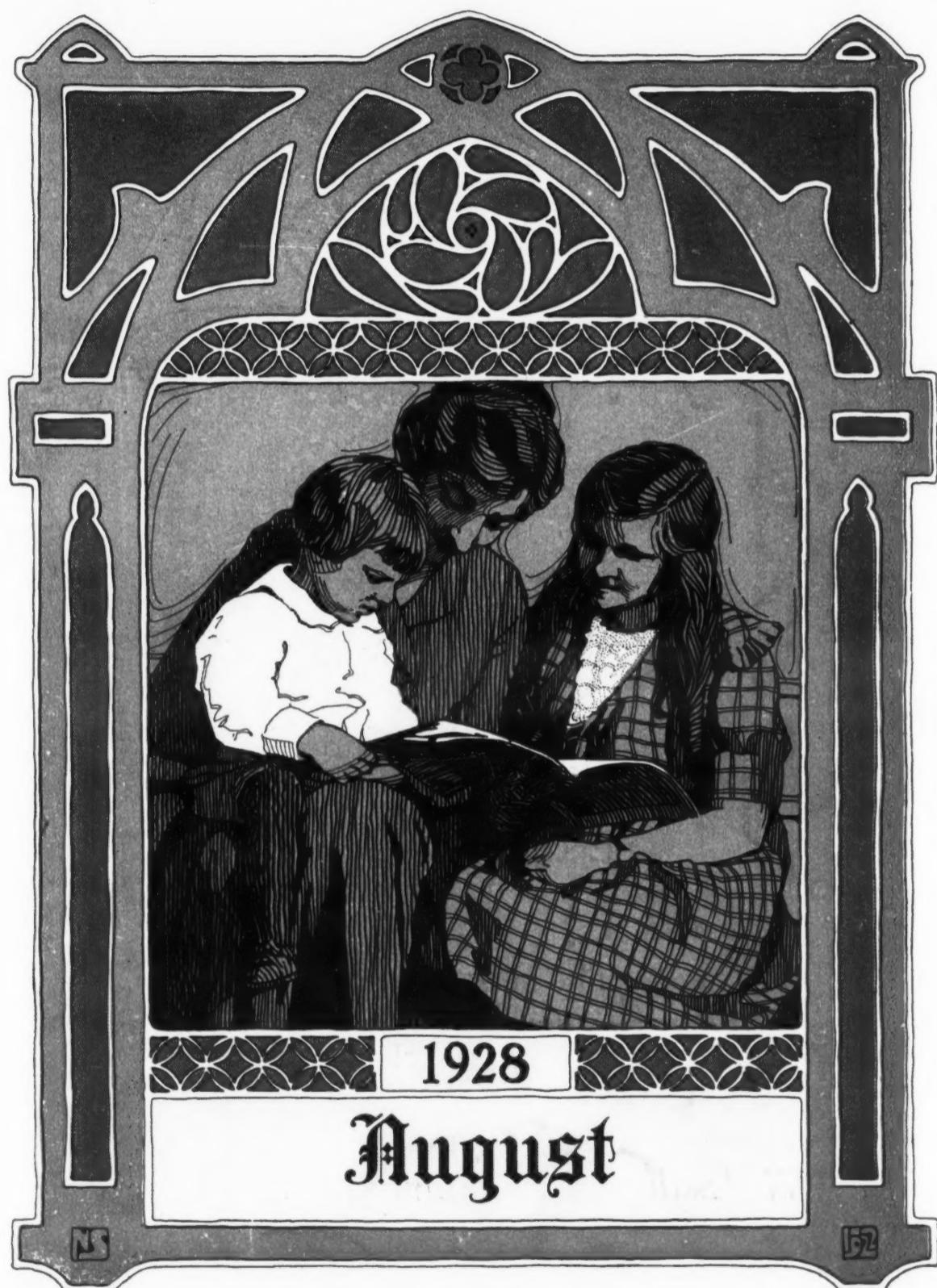


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THE AMERICAN  
*School Board Journal*  
A PERIODICAL OF SCHOOL ADMINISTRATION



THE BRUCE PUBLISHING COMPANY

CHICAGO

MILWAUKEE, WIS.

NEW YORK

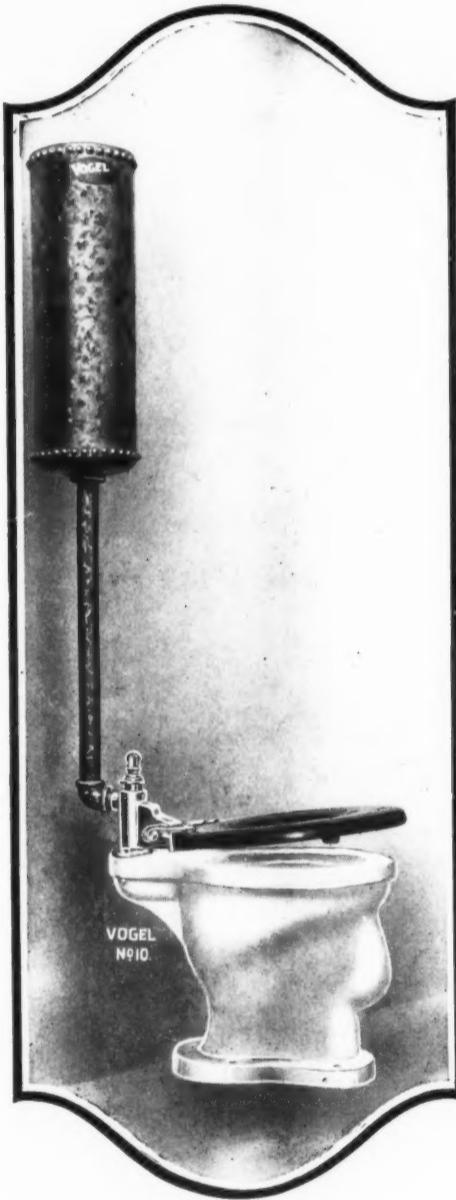
New



Number TEN

## Automatic School Water Closet

DESIGNED TO WITHSTAND THE HARDEST USAGE



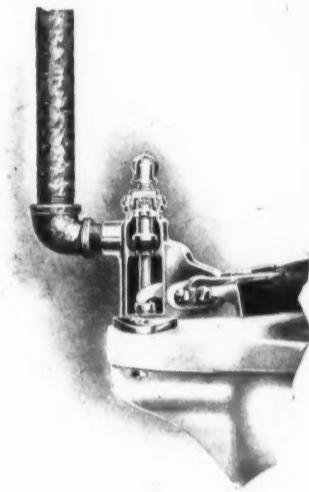
When the closet seat is depressed the supply valve packing is drawn down from the top supply valve seat, and the flush valve packing is brought into contact with the flush valve seat, allowing water to enter the tank through the flush pipe. Upon the pressure of water and air in tank becoming equalized with the service pressure, no more water enters the fixture. This water is held in readiness for the release of the seat.

When the seat is released the rod which carries both supply and flush valve packings is forced upward closing the water supply at the inverted supply valve seat in the swivel at the top. The flush valve, by the same movement, is opened and a strong flush of water from tank to bowl ensues.

The tank is practically indestructible as is also the flush pipe. The valve is constructed heavily throughout of good quality material and attached to the bowl by a very strong connection. The closet seat is of a durable make and the bowl is of vitreous china.

Economical in the use  
of water.

The simplest and most  
durable automatic  
water closet.



A sample valve was  
tested 150,000 oper-  
ations without any  
appreciable wear.



Sold by Wholesalers of Plumbing Supplies Everywhere

**JOSEPH A. VOGEL CO.**

Wilmington, Delaware

St. Louis, Missouri



## TIME MEANS NOTHING TO **Natural Slate Blackboards!**

Natural Slate Blackboards are always in first-class condition no matter how many years after installation. They are most Durable, Economical, Fire-proof, Sanitary.

A proof of their everlasting qualities is in Norristown, Pennsylvania, where Natural Slate Blackboards have been in constant use in the Cherry Street School Building for more than 75 years. Here as in many other places it is emphatically demonstrated that when you buy Natural Slate Blackboards "their First Cost is their Only Cost."



NATURAL SLATE BLACKBOARD COMPANY  
808 ROBINSON AVE.,  
PEN ARGYL, PA.

# NATURAL SLATE BLACKBOARDS

BRANCH OFFICES IN PRINCIPAL CITIES



# No BACK-TALK for 20 years at least!

By that we mean: A roof that can be forgotten—a roof so free from trouble that the building owner never has to give it a thought.

When a Barrett Specification Roof is laid, a Surety Bond is issued guaranteeing the building owner against repair or maintenance expense for the next 20 years\* until 1948.

And 20 years is not the whole story—not by any means. During the past several years, our advertisements have shown pictures of some of the surviving American business buildings of the 70's, 80's, and 90's. All these old timers are topped by Barrett Roofs of coal-tar pitch and felt—a type very similar to the modern Barrett Specification Roof. And what is more, these old roofs are in first-class condition after 30, 40, and even 50 years of service.

Considering these records, it is not surprising to find that a great proportion of our finest modern buildings are pro-

tected with the Barrett Specification Roof.

When this roof is laid all work must be done by an experienced roofer who is approved by The Barrett Company—a Barrett Inspector supervising each step of the job to see that The Barrett Specification is followed every inch of the way.

Directly after the roof is down the Barrett Inspector makes the famous "cut test." And not until this test is made does his O.K. release the Surety Bond.

Two years after the roof is finished the Barrett Inspector again checks up—makes a thorough re-examination of the roof.

Little wonder that Barrett Specification Roofs give dependable service many years after the 20-year guarantee has run out. For complete information about these trouble-free roofs, dictate a brief note to us.

\*The Barrett Company also offers a Specification Type "A" Roof which is bonded for 10 years. This type of roof is adaptable to a certain class of buildings. The same high-grade materials are used, the only difference being in the quantities.

## A Valuable Service

Without charge or obligation, a Barrett Service Man will inspect your roofs.

He will render an unprejudiced report on their condition and explain upkeep methods that often save expensive repairs.

This free inspection service is offered to schools with roof areas of 5,000 square feet or more that are located east of the Rocky Mountains. Address Inspection Service Department.

THE BARRETT COMPANY  
40 Rector St., New York City

IN CANADA:

The Barrett Company, Ltd.  
5551 St. Hubert St., Montreal, Quebec, Canada

*Barrett Specification Roofs*

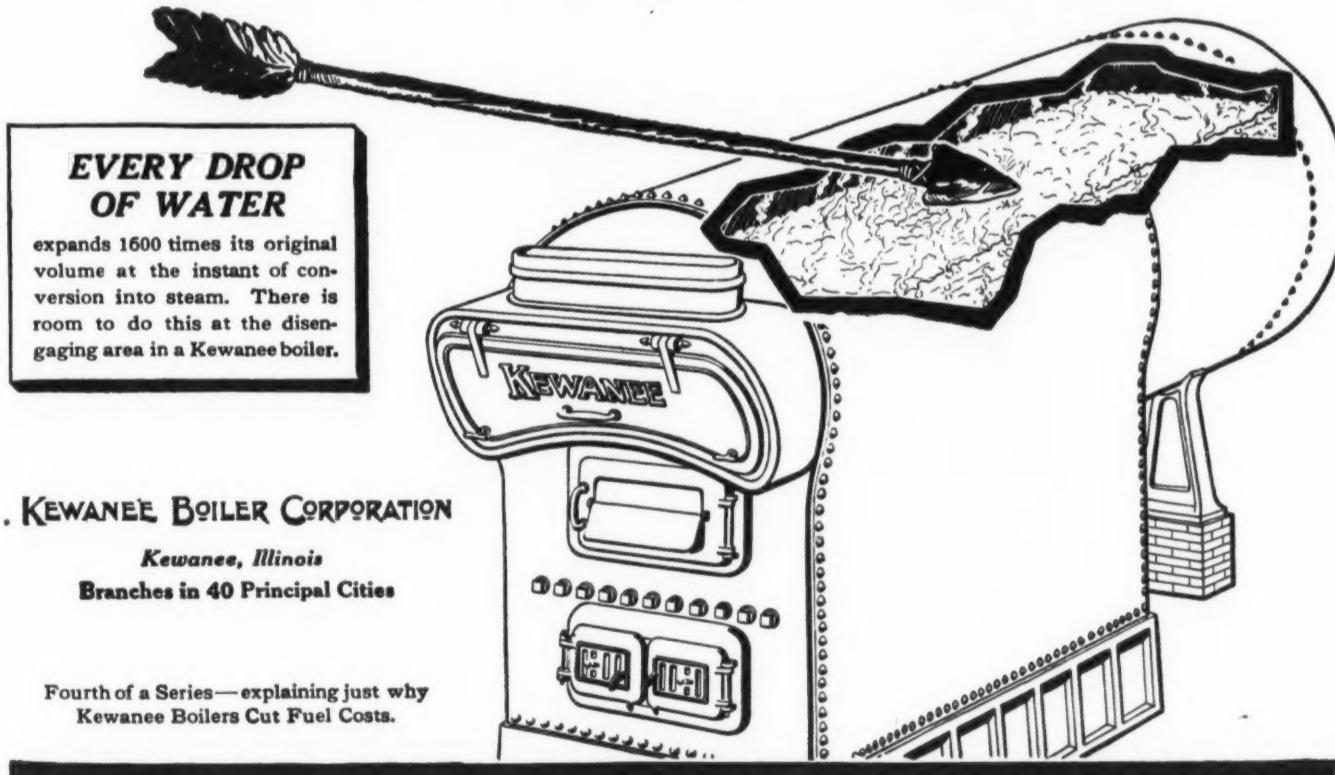
# KEWANEE STEEL BOILERS

## *Lower Heating Costs*

The disengaging area, where all the newly formed steam bubbles are liberated from the water into the steam space, must be extensive.

If these steam bubbles are crowded into a congested outlet (like the neck of a bottle) the boiling-over effect will be so violent that water will be carried out with the steam.

The large unbroken steam disengaging area provided in the Kewanee design reduces priming and foaming to nothing, keeps the steam supply to the mains dry, thus adding considerably to the total efficiency of the boiler. This is just one more reason why Kewanee boilers *lower heating costs*.



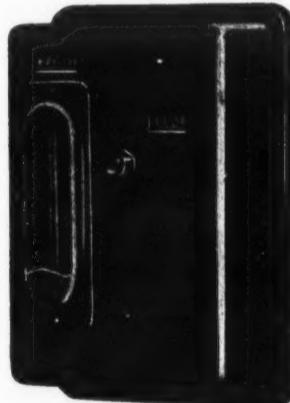
# When Hundreds of Prominent Schools Install Johnson System of Heat Control . . . . . There Must Be Important Reasons Why . . . . .

The hundreds of schools in all parts of the United States and Canada that include Johnson System of Heat Control present two conclusive facts for your consideration: that automatic temperature regulation is accepted as essential, practical and efficient; that The Johnson is the preferred system. Names of those schools, their architects and builders will be furnished on request.



## Dual Thermostat Control

Automatically controlling each school room constantly and correctly at the degree of temperature required during school hours, regardless of outdoor weather changes: Johnson Dual Thermostat System supplies a night time fuel economy as well. At the close of school for the day, operation of a wall



switch turns off the heat in all of the rooms, save those to be used at night: for night classes, meetings, etc. Next morning the same wall switch operation turns on the heat in all of the rooms again for the day. A day and night heat control convenience and fuel economy factor of invaluable worth; *and definitely essential.*

## JOHNSON SERVICE COMPANY

Main Office & Factory: MILWAUKEE, WISCONSIN, U. S. A.  
AUTOMATIC TEMPERATURE REGULATION SINCE 1885  
TWENTY-NINE BRANCHES UNITED STATES & CANADA

# JOHNSON

SYSTEM OF TEMPERATURE AND HUMIDITY CONTROL

*The All Metal System . . . . .*



*. . . . . The Dual Thermostat System*



# San Antonio 8 Pacific Heated Schools

In 1923 this progressive city of southern Texas built eleven modern school buildings. Pacific Steel Heating Boilers were selected for eight of these schools—another striking example of Pacific leadership and Pacific adaptability to local climatic conditions.

Pacific Steel Boilers are built to develop high efficiency through a long life of trouble-free service. Three Pacific construction features—greater direct heating surface, larger combustion space, longer fire travel—maintain this efficiency whether operating above rating in severe winter climates or below rating where winters are milder.

Pacific Steel Boilers burn hard or soft coal, oil, or gas. Fit compactly into small spaces. Easily operated, easily cleaned, absolutely dependable.

*Pacific Boilers will meet school heating requirements in your community. Let us send you complete information.*

**PACIFIC**  
**STEEL HEATING BOILERS**  
FACTORIES: WAUKEGAN, ILL., BRISTOL, PA.

# Von Duprin

## Self-Releasing Fire Exit Latches

*Sweets, Pages B2036-2039*

*AIA 27c5*

The owner who never has a panic in his building may think we go to needless extremes in making Von Duprin latches so sturdy and reliable--but the man who has experienced a panic knows we are right.

•••

**VONNEGUT  
HARDWARE CO.  
Indianapolis, Ind.**





*North Baltimore High School, North Baltimore, Ohio.*

# Insure Your Children's Eyes — Specify Kayline-Radiant Units

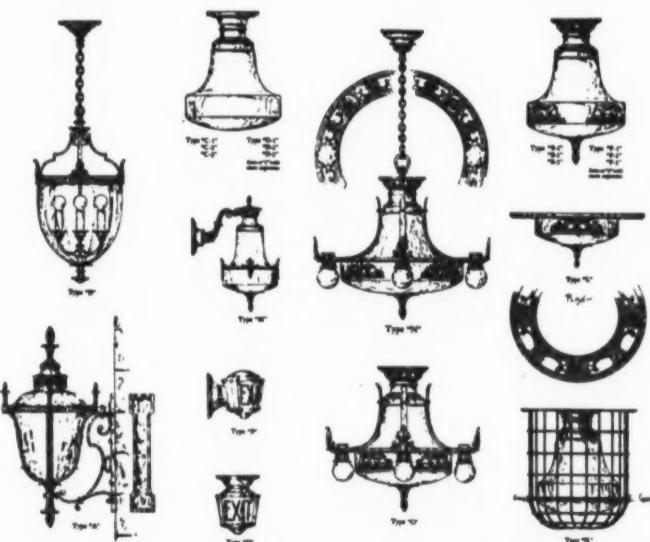
One out of four children labor through their lessons with defective eyes and most of this injury is traced to inadequate and imperfect lighting.

Conditions of this kind can be corrected by the installation of modern, efficient lighting units that have passed tests similar to those given the Kayline-Radiant units.

The high efficiency and wide distribution of light offered by Kayline-Radiant Units assures you of modern eye protection. Insure your children's eyes by specifying and installing the units listed in the specimen schedule which we will forward on request. Use the coupon below.

# THE KAYLINE CO.

## **Specimen Lighting Fixture Schedule for Schools or High Schools**



**Get your copy of these specifications!**

**KAYLINE COMPANY,  
600 Huron Road,  
Cleveland, Ohio**

Please send us a copy of your "Specimen Lighting Fixture Schedule for Schools or High Schools"—and other literature covering the KAYLINE-RADIANT UNIT

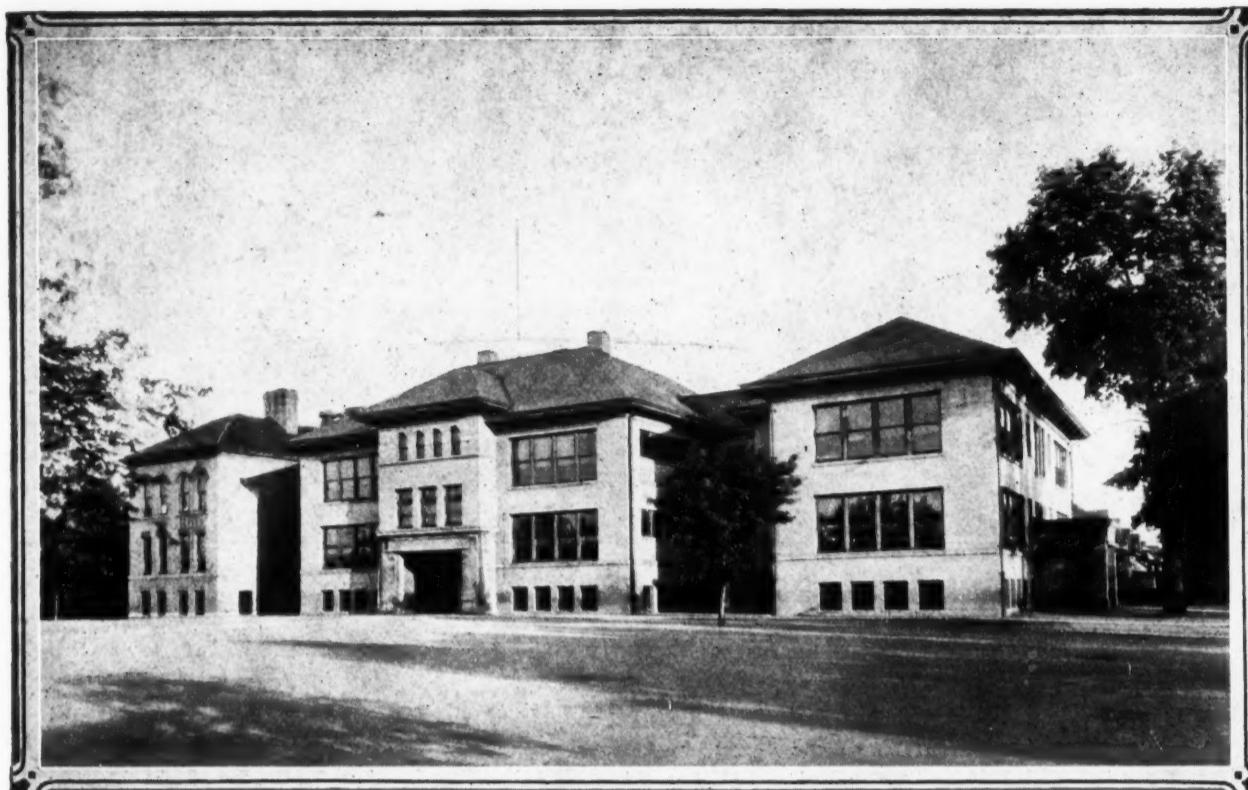
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*Send coupon today!*



Longfellow School, Oak Park, Ill. Spencer Equipped. E. E. Roberts, Architect.

## School Tests Show— **Spencer Central Cleaning System Pays**

Here are a few of the results found by observing cleaning methods in many schools as reported by C. E. Reeves, Ph.D., in "An Analysis of Janitor Service in Elementary Schools":

More  
Than  
10,000

Schools  
Churches  
Office Buildings  
Hospitals  
Banks, etc.,  
are  
Spencer Cleaned.

Let us send you  
our list of over  
1500 schools that  
use the Spencer  
System.

1. The use of the central vacuum cleaner eliminates the portion of dust on furniture and woodwork caused by sweeping, since it takes all dust directly to the basement where it may be burned. It thus makes the morning dusting a much easier and more rapid process.
2. The vacuum itself is sometimes used to dust the tops of desks and ledges on woodwork.
3. Use of the vacuum keeps the floor cleaner and, in the case of unoiled floors, will reduce the frequency requirement for scrubbing or mopping.
4. Because it does not stir up the dust, use of the vacuum cleaner makes the need for window washing less frequent.
5. The expulsion of dust from the classroom directly to the basement is the best means of disposing of bacteria which cling to dust particles. The floor brush circulates dust into the air where it may be breathed.
6. The use of the central vacuum cleaner eliminates any possible objection to cleaning vacant special rooms and corridors during school hours.
7. The central vacuum cleaner makes it possible to clean rooms in which teachers or several pupils remain after school hours without raising dust for them to breathe.
8. Erasers and chalk trays can be cleaned more thoroughly and rapidly by means of the vacuum cleaner than by hand.
9. Janitors maintain that walls and ceilings can be dusted more rapidly and thoroughly with a vacuum cleaner than with a wall brush.
10. Janitors agree that brushes of all sorts, dusters, etc., can be cleaned more thoroughly and rapidly by means of the vacuum than by other means.
11. Janitors state that rugs, carpets, and door-mats can be cleaned more thoroughly and rapidly with a vacuum cleaner than by means of beating.
12. A central vacuum cleaner is handy as a means of removing dust bound to accumulate in a furnace room, and by means of an attachment, it can be used to remove dust from the furnace tubes, thus, through better and more frequent cleaning, saving almost enough coal to pay for operating the vacuum.

[Why not ask our nearest representative how much the  
Spencer Central Cleaning System would cost and what it  
would do for your school?]

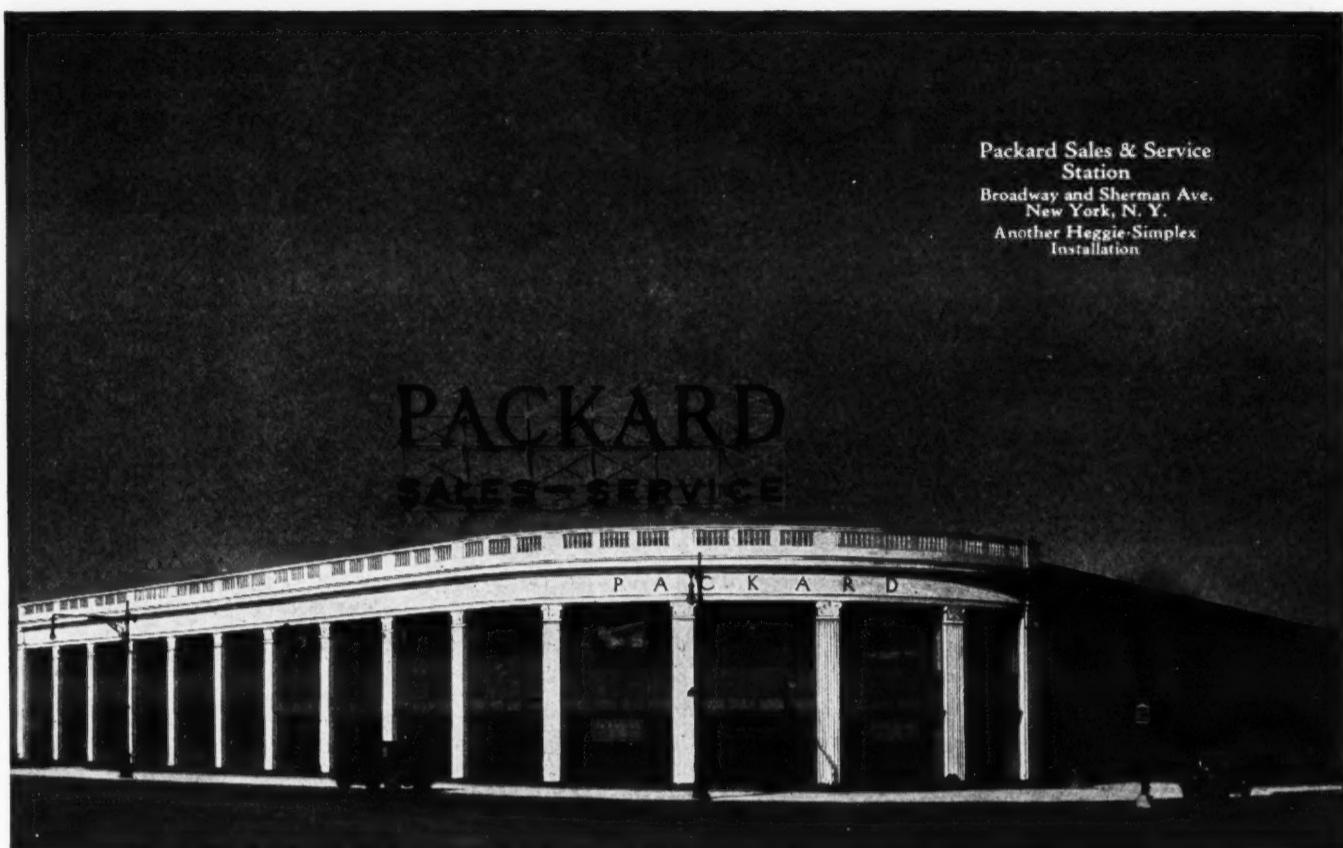
# THE SPENCER TURBINE CO.

492 NEW PARK AVE., HARTFORD, CONN.

 **CENTRAL  
CLEANING  
SYSTEMS**

REPRESENTATIVES IN 50 CITIES

© 2689



Packard Sales & Service  
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New York, N. Y.  
Another Heggie-Simplex  
Installation

## As Careful to Get Value As to Give It

AMERICA'S leading corporations have reached outstanding success through strict insistence on value not only in what they have to sell but in everything they buy. In boiler equipment an ever increasing number of these leaders is turning to Heggie-Simplex for reliable low-cost performance. The savings which they gained are available for your business too. Investigate this most modern of heating boilers today!

*Heggie-Simplex Boiler Co., Joliet, Illinois. Representatives in principal cities  
— telephone and address listed under "Heggie-Simplex Boiler Company."*

**HEGGIE-SIMPLEX**  
ELECTRIC-WELDED STEEL HEATING BOILERS



THE STUDENTS  
AT THIS OUTSTANDING  
HIGH SCHOOL

## "SWIM IN DRINKING WATER"



*Recently Completed COLUMBIA HIGH SCHOOL*  
South Orange-Maplewood School District  
GUILBERT & BETELLE, Archts.  
Maplewood, New Jersey

Not only has the Columbia High School a fine swimming pool but it is equipped with a modern recirculating system and W&T Chlorine Control Apparatus. Every drop of the swimming pool water is chlorinated—and the water in the pool will be as pure as drinking water.

Hundreds of school pools throughout North America are equipped with W&T Chlorine Control Apparatus.

At the recent convention of the American Public Health Association in Cincinnati, resolutions were adopted calling upon health workers everywhere to promote swimming pool sanitation in accordance with the Joint Report of the Public Health Engineering Section and the Conference of State Sanitary Engineers.

That report states: ". . . the addition of chlorine . . . by the use of proper apparatus is . . . the most satisfactory method of swimming pool disinfection."

Competent engineers are available at each of our offices to discuss swimming pool sanitation with those interested.

*Write for Technical Publication No. 41*



**WALLACE & TIERNAN**

COMPANY, INCORPORATED

Manufacturers of Chlorine Control Apparatus

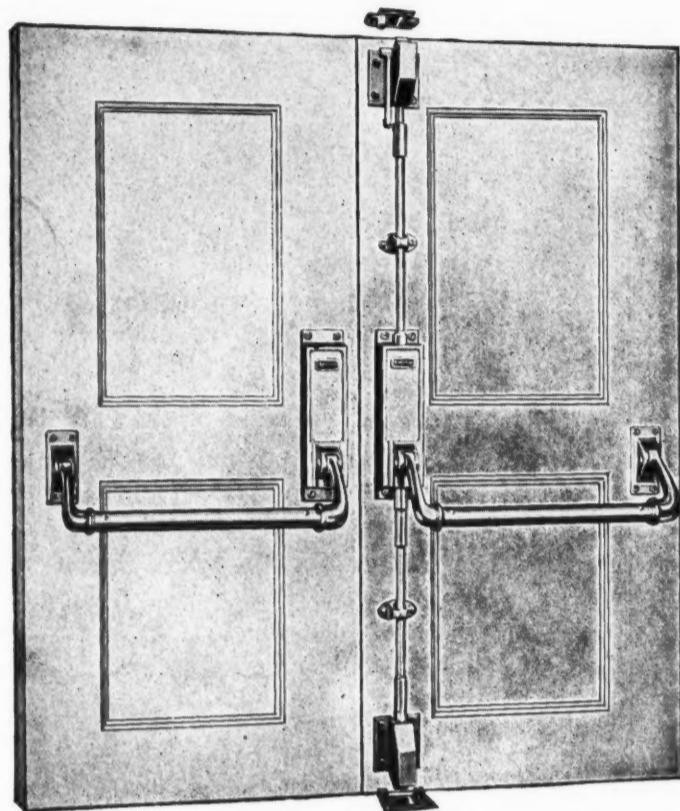
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## SMITH'S IMPROVED PANIC EXIT LOCKS

NO. 80 LINE

### Gravity Panic Exit Bolts



Inside View  
Has Outside Trim.

Inside View  
No Outside Trim.

Bolts are operated by a slight pressure on the Cross Bar.

Bolts are not dependent on springs for opening or closing operation.

Simple but sturdy in construction and easily installed.

Will operate perfectly in connection with standard makes of door closers.

Catalogue No. 30 with Supplement "A" sent on request..

Manufactured by

**THE STEFFENS-AMBERG CO.**

260-270 Morris Ave.

NEWARK, N. J.

*Compare!*

**THIS MACHINE—AT THIS  
PRICE—WITH ANY OTHER  
ON THE MARKET—**

# MIDLAND SCRUBBING and POLISHING MACHINE

School floor maintenance is made easy with a scrubbing machine. School after school, large and small, are equipping themselves to better handle this perplexing problem. They're buying Midland Scrubbing and Polishing Machines.

HERE is a scrubbing and polishing machine with every part carefully engineered and constructed. Full ball-bearing, 15 inch brush sweep, automatic feed. Interlocking brushes prevent side-pull. The highest type machine at the lowest price....

**\$85<sup>00</sup>**  
F.O.B.  
Dubuque, Ia.



Start the school year right—with clean, bright floors and then keep them in perfect condition at less cost and with less effort than the old way. We'll be glad to demonstrate—no obligation.

A request will bring a machine to your school—

**MIDLAND CHEMICAL LABORATORIES INC.**  
**DUBUQUE, IOWA, U. S. A.**



## The LAST WORD in BASKET BALL SEATING

Shown above is an excellent example of complete space utilization. Every inch of space in this gym is turned into paying, comfortable and safe seats by the installation of Knock-downs. Note the mitered corners that allow the bleachers to use the corner space that is so often wasted.

### A Few Inside Installations

Patten Gymnasium  
Northwestern University

Garrett High School  
Garrett, Ind.

Belgrade High School  
Belgrade, Mont.

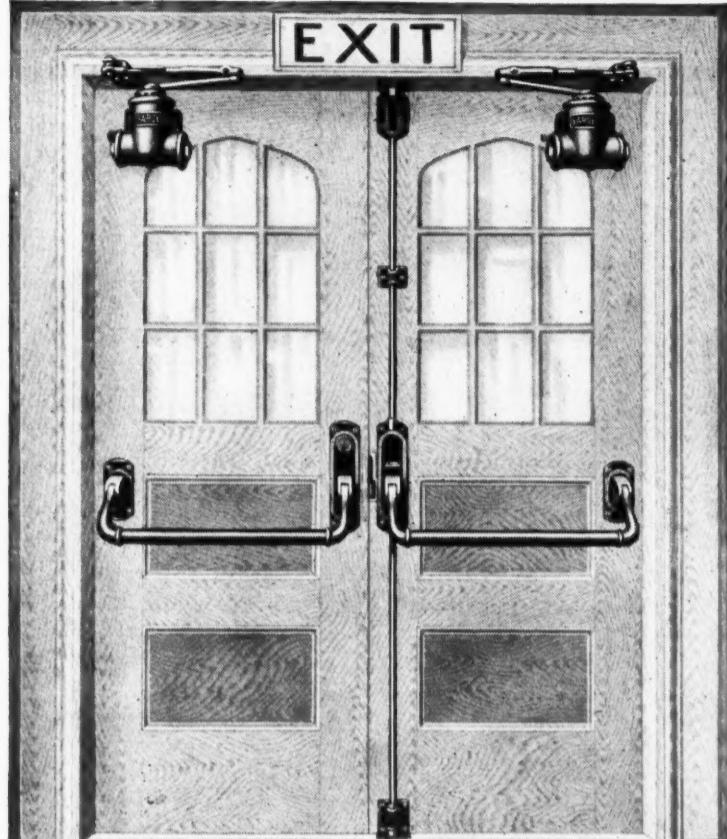
George Washington High School  
Danville, Va.

Newton High School  
Newton, Kans.

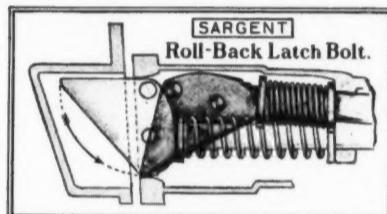
Fort Plains High School  
Fort Plains, N. Y.

Inglewood High School  
Los Angeles, Cal.

## A new fire-exit latch bolt that can't be jammed



Not even the pressure of a panic-driven crowd can make the Sargent roll-back latch stick



School officials, who are responsible for the protection of the lives of the pupils and are anxious to make proper provision for quick exit in case of fire or panic will be interested in this new development which has become the standard Roll-Back action for

**SARGENT**

Fire Exit Door Bolts.

The improved action is shown by the detailed drawing. The Cross Bar does not withdraw the bolts, but releases the deadlocking mechanism, allowing the bolts to be rolled back into the case of the lock as the doors are pushed open.

#### Security.

The Latches provide complete security and prevent entrance from the outside of the building when the school is not in session, while they can be arranged to permit entrance during school hours if desired.

#### Quick Exit At All Times.

is provided and in case of necessity the doors can be instantly opened by slight pressure on the handle Bars at any point.

#### Door Closers

close the doors, during their day by day use, quickly and quietly, the application shown in the illustration with the Sargent special foot (No. 35) being particularly desirable.

Pamphlet illustrating and describing Fire Exit Door Bolts will be mailed upon request.

*Sargent Fire Exit Door Bolts, Locks and Hardware  
are sold by representative dealers in all cities.*

**SARGENT & COMPANY**

*Manufacturers*

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**KNOCKDOWN**  
TRADE MARK  
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**BLEACHERS**  
Made only by  
**LEAVITT MFG. COMPANY**  
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## Asphalt Tile Flooring

*"Built Like a Highway  
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### THE EDUCATED BUYER—

Wants facts as well as prices! He wants to know how successful a product has been for others before he tries it.

We welcome that type of buyer because RUBBERSTONE TILE FLOORING can show a most convincing service record in educational institutions.

Besides, RUBBERSTONE FLOORS are economical to buy as well as maintain.

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WILL MAKE SURVEY OF YOUR NEEDS  
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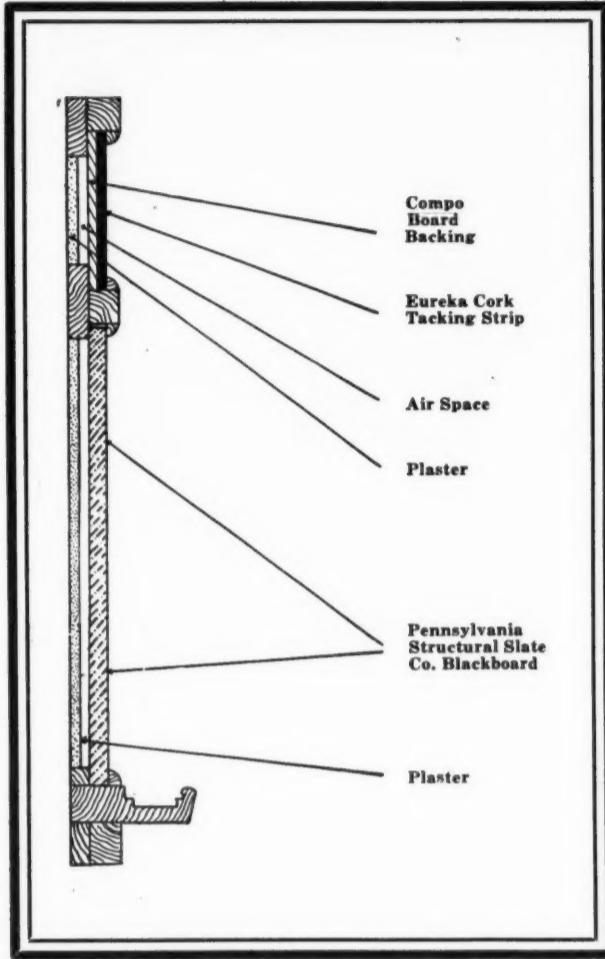
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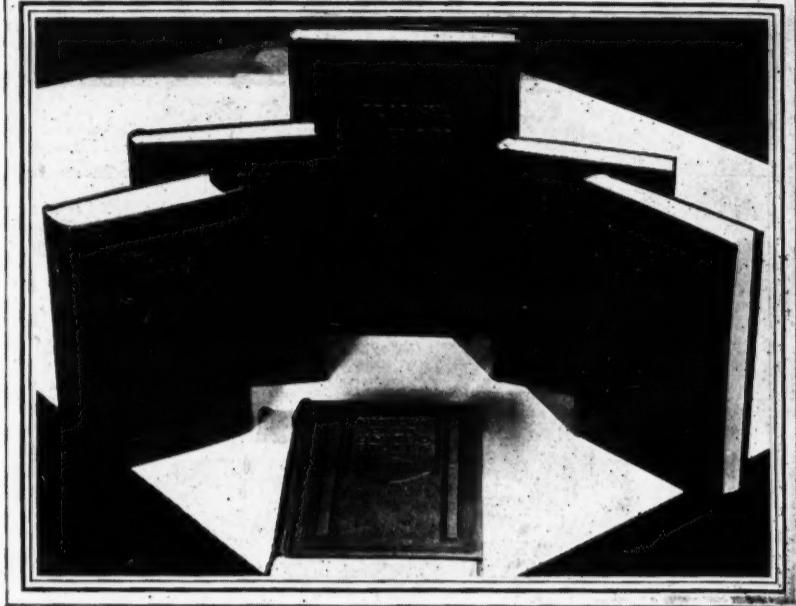
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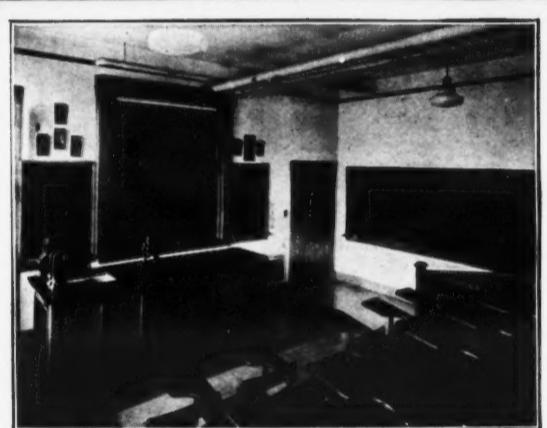


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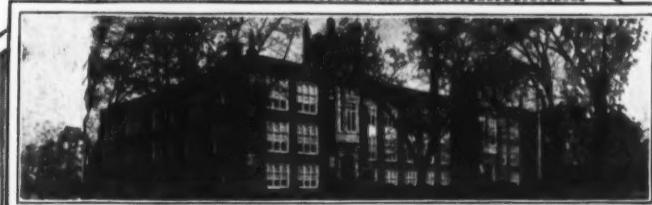
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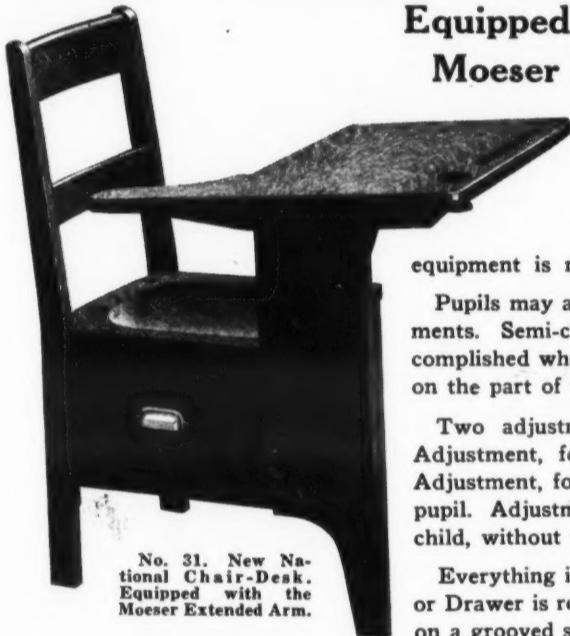
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Equipped with the famous  
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finished in durable,  
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**The Kundtz Steel Construction**, first perfected in school furniture by The Theodor Kundtz Company. Permanent economy. All these advantages and more can be yours, backed by the complete service of The Theodor Kundtz Company, Cleveland, Ohio (Division of the White Sewing Machine Corporation.)

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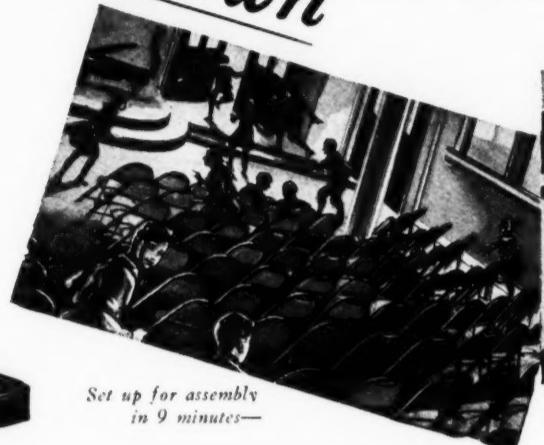
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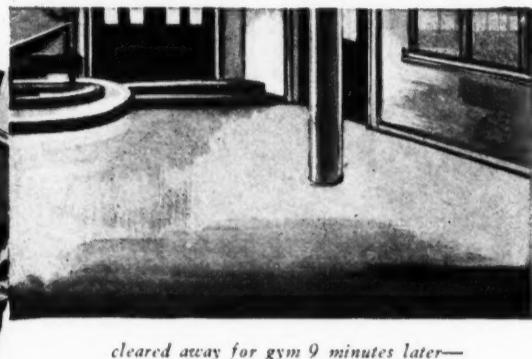
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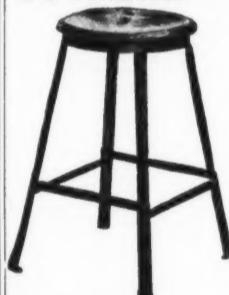
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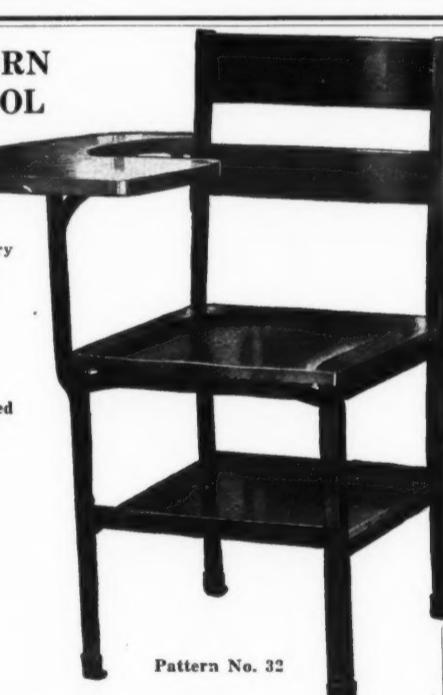
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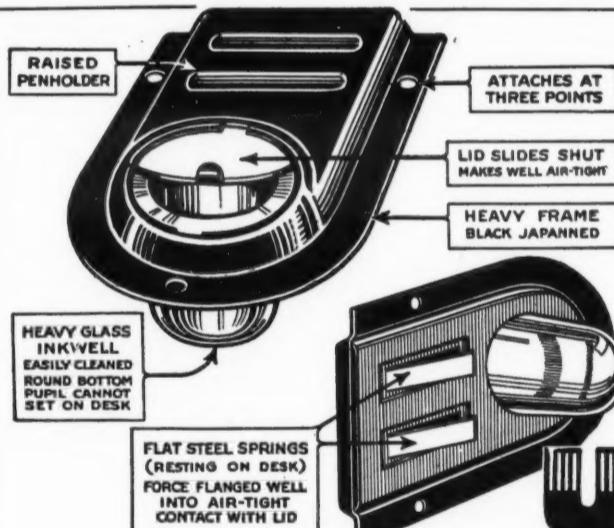
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410 S. W. 9th STREET  
DES MOINES, IOWA

# SCHOOL FURNITURE

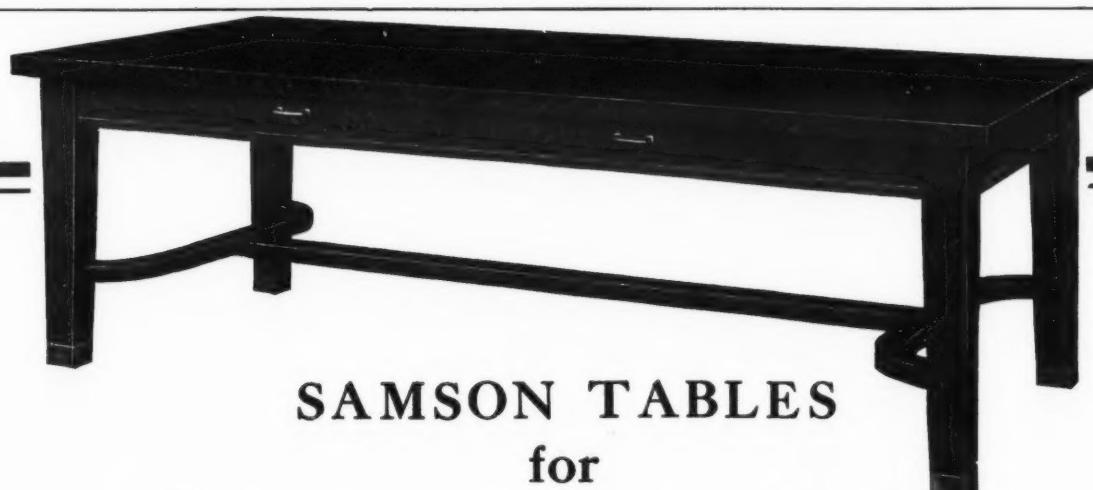
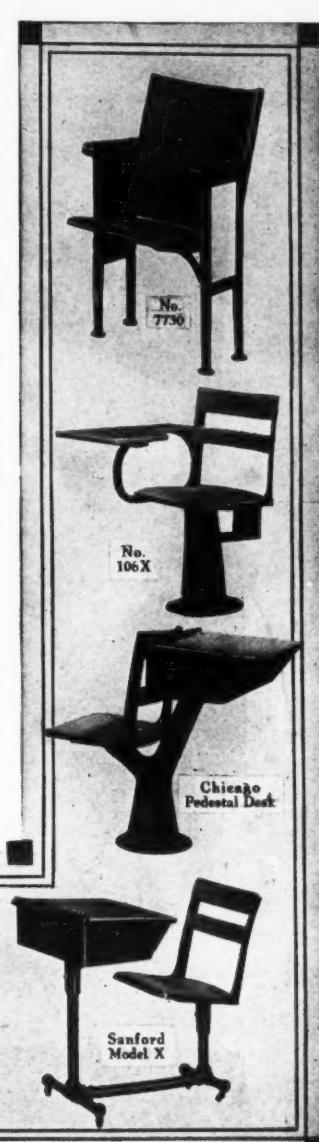
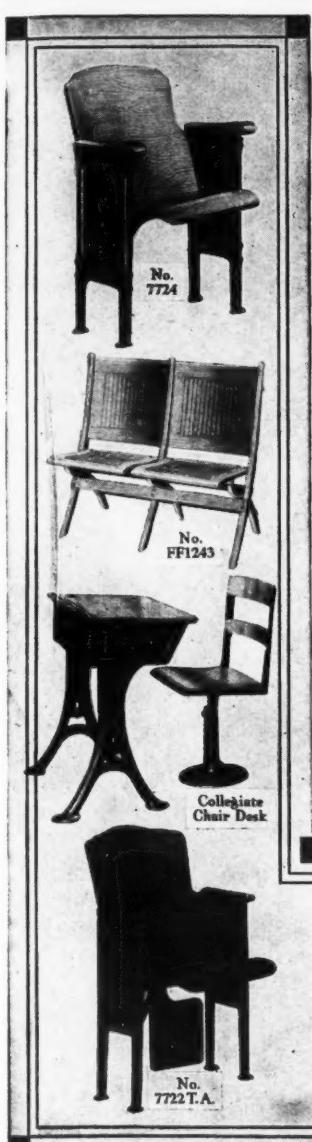
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ADJUSTABLE MOVABLE  
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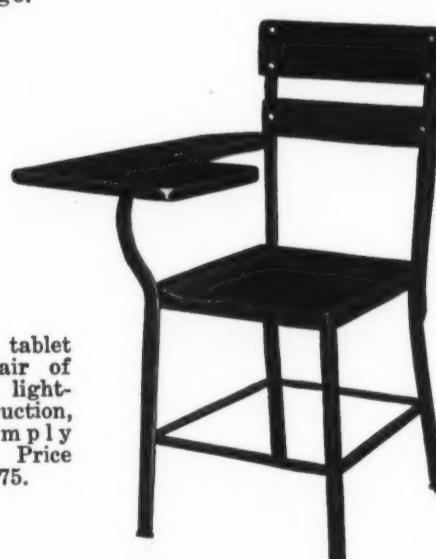
domes, or upon request will be equipped with floor fastenings. Steel book box as shown.

No. 330-1 and 2 @ \$5.30; No. 333 and 4 @ \$5.15; No. 334 and 5 @ \$4.90.

Model S, without drawer bottom or panels, known as S330, S331 and S332, @ \$5.00; S333 and S334 @ \$4.85; and S335 and S336 @ \$4.60; B Drawers @ \$1.00 extra; bookshelf, 25c; panel, 20c.

For Shipping Weight See Opposite Page.

No. 461 tablet arm chair of slightly lighter construction, but amply strong. Price each \$3.75.



S330 with drawer, but without body.



331 with drawer.



**COLUMBIA INDESTRUCTO  
TABLET ARM CHAIR**

No. 420

Above is an illustration of the Columbia Indestructo Tablet Arm Chair. The frame is of steel, arc welded to prevent breakage, and is finished in olive green. Back slats are of quartered oak, while the seat and arm are of plain oak or maple. Price of each \$4.25; with perforated shelf \$25 extra.

## IMPORTANT NOTICE—

Reduction in Freight on Indestructo furniture. In less than car load shipments the East and  $\frac{1}{2}$  to the Western and freight on Indestructo furniture. Let us quote you delivered prices.

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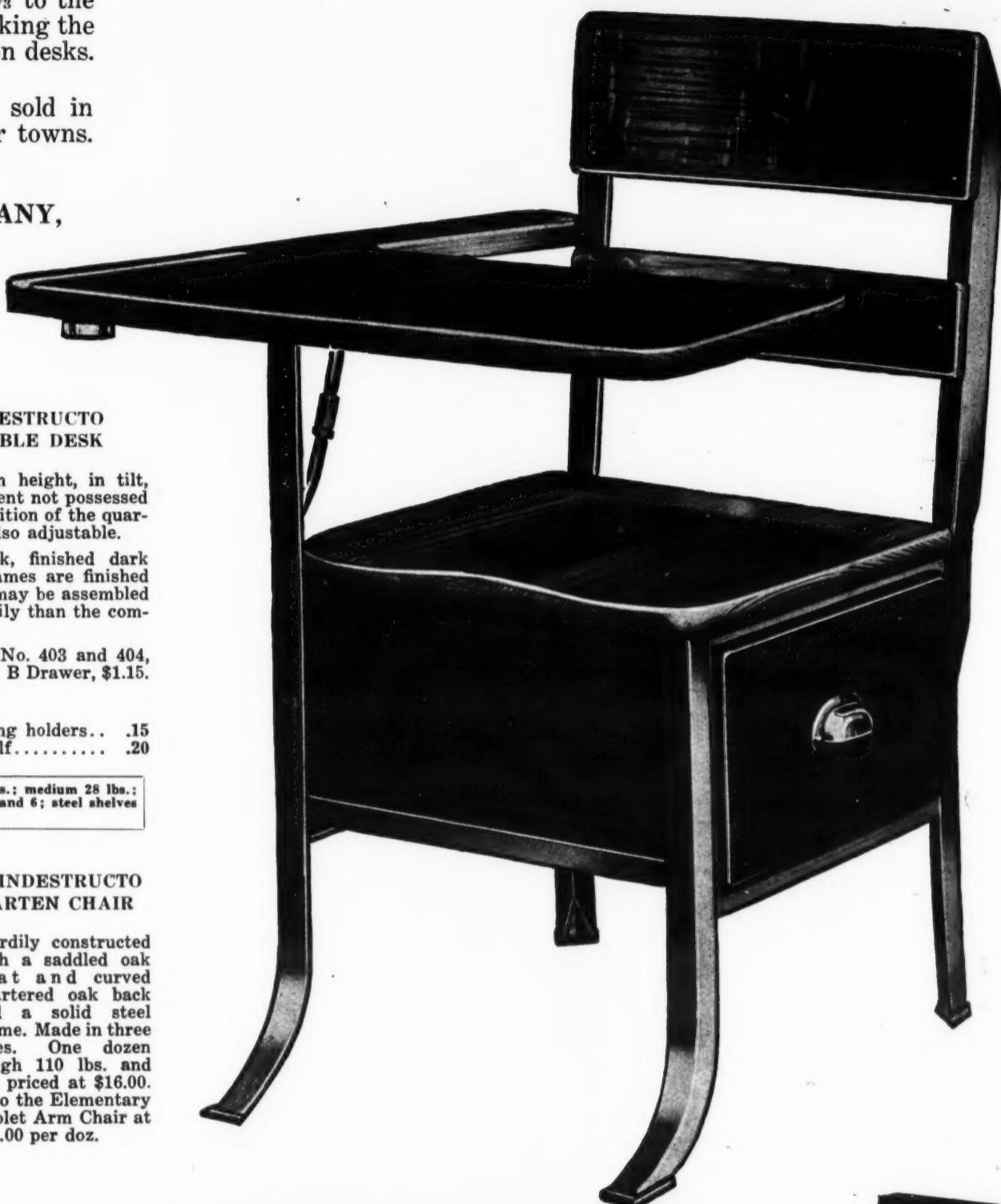
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freight will be cut  $\frac{1}{3}$  to the  
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Bookwells with steel swinging holders.. .15  
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**Shipping Weights**—Large 34 lbs.; medium 28 lbs.; small 24 lbs.; drawers 7 lbs. 6 and 6; steel shelves 2 lbs.;  $1\frac{1}{2}$  and 1.

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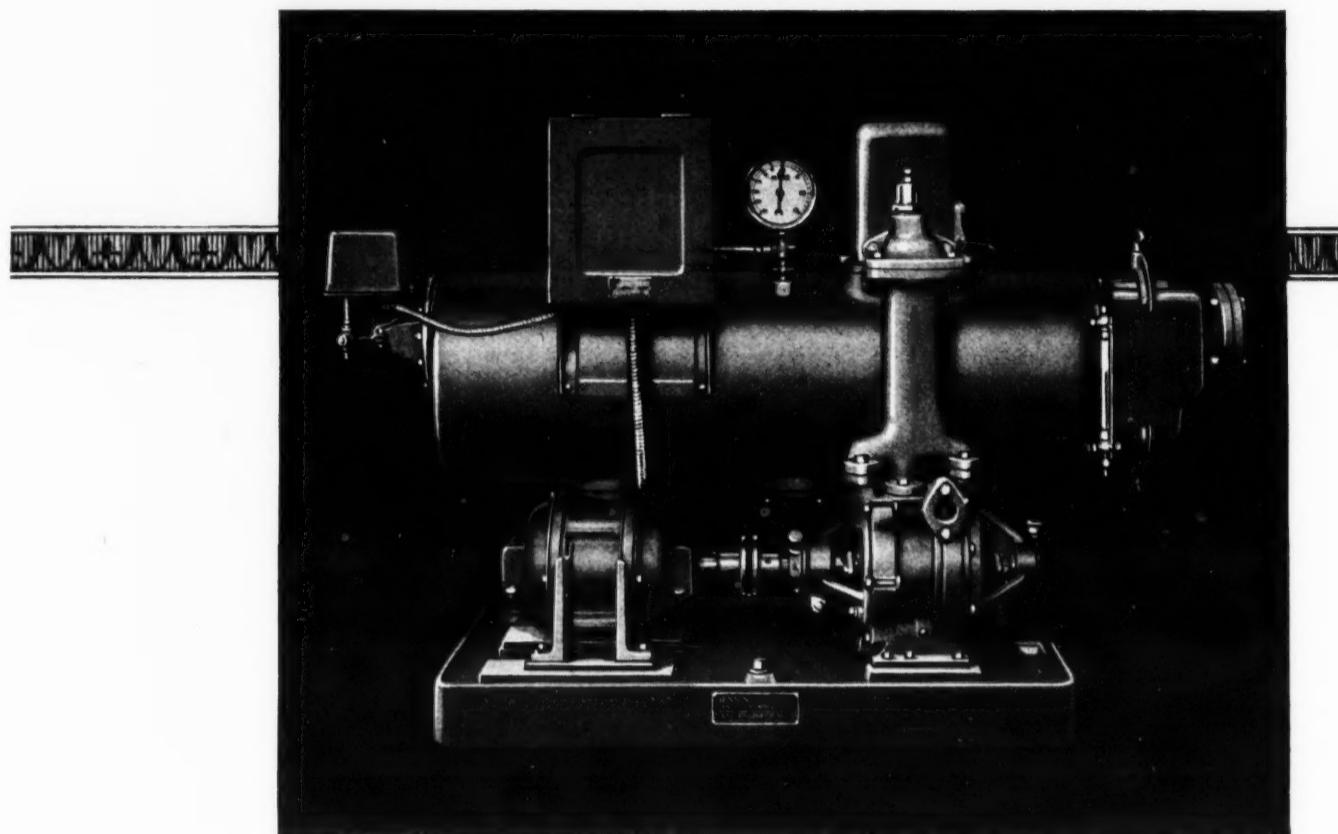
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Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

## The Doer and the Dreamer

A MAN rushed into a Boston publisher's sanctum and in a spirit of protest said:

"You have published a book which looks to me like stolen property. The idea of this book is mine. I have thought about it for many years. Now some other fellow comes along and puts it into book form. It is an outrage!"

"Hold on, there!" said the publisher. "Did you ever let anybody in on your secret? Did you ever reduce your thoughts to manuscript? Did you ever submit your manuscript to a publisher?"

The man grew thoughtful. He had dreamed about such a book for many years but had kept his dreams to himself. He had thought about a manuscript but had never prepared it. Some other man had the same dream, the same thoughts, the same ambition. The second had put them into action, the first had not.

After THE AMERICAN SCHOOL BOARD JOURNAL had made its first appearance thirty-seven years ago, it was also revealed that several others had dreamed of such a publication, but had not translated their dreams into a reality. But there was one man who saw the need of a publication in the field of school administration, and then courageously went ahead to establish one. He was a dreamer indeed, but a doer as well. It is said that the world is moved by dreamers. Well, dreams must be realized in order to demonstrate their value.

THE AMERICAN SCHOOL BOARD JOURNAL has realized all the hopes of its founder and his associates. It has rendered a service to America's system of popular education. It has made for greater efficiency throughout the country in school administration, for better school buildings, for a finer teaching service, and for a better schoolroom product. In brief, it has made a substantial contribution to the citizenship of the great Republic.

WILLIAM GEORGE BRUCE  
*Editor.*

## THE CONTENTS

of the SCHOOL BOARD JOURNAL are indexed monthly in the International Index to Periodicals, the Loyola Educational Index, and the Current Magazine Contents. The contents of previous issues may be referred to through these guides.

# STANDARD FROM COAST TO COAST

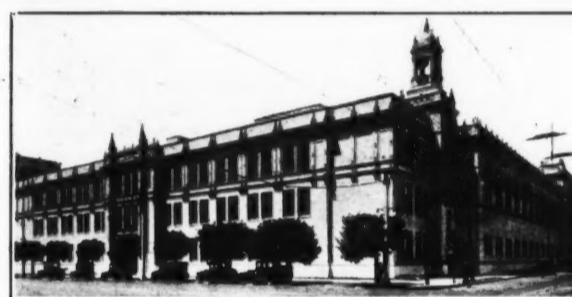
From Portland, Maine, to Portland, Oregon, and from Canada to the Gulf, "Standard Electric Time" is the predominant choice of school boards and architects.



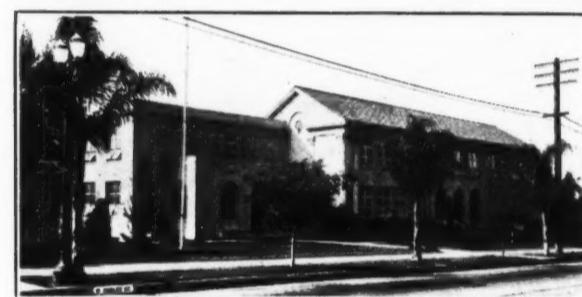
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"MAKES EVERY MINUTE COUNT"

# THE AMERICAN School Board Journal

Founded March, 1891, by WILLIAM GEORGE BRUCE

Volume LXXVII, No. 2

AUGUST, 1928

Subscriptions, \$3.00 the Year



AN ANCIENT FABLE—MODERNIZED  
The Ploughman to the Pieman: "Show me first your wares!"

## Have You One in Your Schools?

By a Superintendent's Wife

She came to our home at the opening of the school year, looking for a room. At first I refused. But the bright young face looked tired from a long trip and disheartened by the unsuccessful search for a place to lay her head. My conscience began to quote bits of the sermon I had preached in the pages of the SCHOOL BOARD JOURNAL more than once—the obligation of every community to provide a comfortable home for its teachers. There popped into my head too, the words of Sallie Hill, speaking before the Department of Superintendence at Chicago: "You want us teachers to make children comfortable and happy. In order to do that we must have a little comfort and happiness ourselves." So, I offered a room to the young teacher, with the understanding that after she had rested and become a bit acquainted, she should look for a permanent home. Within two days I told her that, unless she really wanted to change, we would be glad to have her stay.

### A Happy Start

She went about with a song on her lips and laughter in her eyes. Every time I saw her I wanted to say with Heine

"Du bist wie eine Blume  
So schön, und hold, und rein."

Young, forward-looking, cultured, thoroughly prepared for her position, she worked late in the evenings and started out in the mornings eager to meet the young minds she was expected to stimulate and guide. In a short time I heard high praise from both pupils and parents.

But, as the days passed into weeks she came home more and more frequently with all the sparkle taken out of her, in a way that the hardest day's work should not have done. She planned just as faithfully as before, she started out just as promptly in the morning. But the laughter was fading from her eyes, the song was less and less frequently heard. Thorndyke was right, "The costliest thing in all creation is mental friction."

One evening she came to show me a piece of work by one of her pupils. Before either of us knew what was happening she dropped on the couch, and this healthy, self-reliant girl shook with sobs: "Oh Mrs. Blank, sometimes I just feel I can't go on. I work out a plan and get the pupils interested so they look up extra material, and bring illustrations, or drawings and ideas of their own, and we're all peped up for a splendid lesson. Then Miss Brown (the supervisor) comes in—and the pupils can't do a thing. I don't blame them; I can't either. We're all afraid of her; afraid of her. Never, in the four years was I afraid of a single professor I had in college; but she scares me so I can't talk. I can't go to her for one bit of help. When she comes into the room a chill goes up my spine on the warmest day."

### The Chilling Iceberg

It reminded me of the lines Celia Thaxter wrote about an iceberg:

"And wheresoe'er a smiling coast it passed  
Straightway the air grew chill."

But the girl who was sitting so disheartened near me was working under Miss Brown. I could say nothing. Nothing but a few words of mothering.

I happen to know Miss Brown. Fortunately, she is not connected with the schools of the superintendent I know best; but I am aware that her vocabulary is devoid of words of appreciation, and of encouragement; the muscles of her face do not know the right combination for the smile of approval. Yet, she has surely studied psychology and knows in theory that

"No man can unlock the secret chamber of his unused powers if he lives in a state of fear."

Morning after morning my teacher went to her task bravely, evening after evening she came home with more heart taken out of her. She seldom spoke of it. Occasionally as she talked of her work her eyes filled, and all I could do was to change the subject. Once, without mentioning her supervisor she said, "I can stand severe criticism if it's constructive. The best professor I ever had used to shoot our work full of holes, and make us dig harder than we did for anyone else. But we loved to do it. He was so human, and so fair. He always began by telling us of the *good* features in our work, and encouraged us; then he showed us the weak spots, and how to bring them up. Dear old Barnes! I nearly worked my head off for him; but it was a joy. He made his criticisms so helpful. And he was never sarcastic. Sarcasm cuts so deep I don't get over it the whole day. Neither do the pupils."

I think it was Carlyle who said "sarcasm is the natural language of the devil."

### A Warm Hearted Supervisor

There is another supervisor whom I see before her group several times each year. Her student teachers do not begin to rank with my little friend. But her encouraging manner stimulates and develops ability that surprises everyone, most of all the students themselves. She stands before her class so expectant, so helpful, so warm hearted, that only the impossible fail to respond. She has high standards, and an exacting schedule, but few failures. In Drinkwater's "Lincoln" General Grant is made to say "I succeeded because you believed in me." This woman believes in her students, and *lets them know it*. At the end of a session one of them wrote her:

"I can't begin to tell you how much I have enjoyed your class, and also what a great help you have been to me, not only in methods in arithmetic, but in other things. I feel so keenly that 'A good school is a happy school,' and we need always to encourage, because your helpful talks have meant so much to me. You can't imagine how this 8:30 class helped me throughout the day, because I had encouragement to begin with."

This bright girl of mine, whose song has been frostbitten, whose laughter has been turned to soberness or tears, is only one of many teachers and pupils who come under the influence of the "critic" teacher of whom I spoke earlier. The woman is not waspish; she is attractive looking, well dressed, rather pleasant to meet socially. But, to her the word criticism means only one thing. And this attitude is taken more often than many of us realize. During the year I have had to sit quietly on the side lines and endure the work of three such supervisors, work which justifies Amy Lowell when she speaks of "The drying, freezing process which goes by the name of education." Of one of them I heard a woman say to a teacher,

"Why she doesn't look like anyone to be afraid of." The girl gave her a queer glance: "Have you ever taught under her?"

### Why Tolerate the Sarcastic Supervisor

Is such treatment right? Does it make for efficiency? Psychology, sociology, pedagogy, common sense are all against it. Emerson said "The secret of education lies in respecting the pupil." Sarcasm is but a sorry way of showing respect to the pupil.

"The primary purpose of the teacher is to inspire" but there is little inspiration in con-

stant faultfinding. "It was their eager wish to soar, that gave the gods their wings," but wings do not sprout rapidly when the clipping shears are always busy. A keen and successful business man, Frank Vanderlip, said, "Only a happy worker is a truly efficient worker."

Have you ever seen a high bred horse, or dog, brought to his best through cruelty? We do not plant our roses on the north side of the house, and snip back every promising twig. We give them as much sunshine as possible, and shelter them against the biting sarcasm of winter.

In our schools we protect the physical health of the pupils—and are beginning to safeguard the health of the teacher—in many ways. We employ a school physician, a school nurse, arrange dental clinics, chest and other clinics. We teach hygiene, sanitation; we pass laws to insure proper lighting. Corporal punishment is more and more considered the brutal recourse of the weak teacher.

We would not tolerate for ten days a teacher or supervisor who slapped people in the face, who twisted arms, who choked off full breath, or deliberately put a physical handicap on a child. Yet, we still support in high places, educators who inflict mental brutalities and handicaps that will leave scars lasting as long as life.

Yesterday my little girl came in with a buoyant step: "I'm going back to work with Mr. Barnes! With dear old Barnes! He has place for me. It'll mean hard work, but I like that. He's so kind, everybody grows under him. Hooray!"

And so our schools are losing one of the finest personalities the children have had the good fortune to enjoy—driven out.

### THE ROWDY FUND

John L. Considine, San Francisco, Calif.

A problem of some of the far western states in their pioneer stages was the matter of a school fund.

This did not greatly concern the mining communities. For one thing, the prosperous ones had more money than they knew what to do with, and for another, most of them were pretty well grown before they numbered enough children of school age to render the problem a pressing one. Virginia City, Nevada, for example, harbored at the close of 1860, 38 stores, 25 saloons, 10 livery stables, 5 lumber yards, 9 restaurants, 8 hotels and boarding houses, 2 quartz mills, a number of bakeries and blacksmith shops, and a brewery. Its population was 2,244, but when the Territory of Nevada was organized March 2, 1861, and a superintendent of schools was appointed, there were only two or three children in the town.

Carson, the capital, 14 miles away, was better provided in the matter of children, but worse off in that of funds; and here, about that time, a characteristic incident occurred. The town boasted a small variety theater, and one night two "prominent citizens," to quote a local scribe, full of whisky and braggadocio, swaggered down the main aisle, drew their revolvers and bowie knives, and ordered the curtain to be dropped. They then mounted the stage and slashed the curtain to ribbons "in the presence of all Carson," to quote again the local chronicler. The next day they voluntarily paid \$1,000 into the town school fund, where it received the name of the Carson Rowdy Fund. The affair, as it proved, was the result of a wager made in one of the Carson saloons.

Later Congress passed a law giving to the State of Nevada large tracts of land, the proceeds of the sale of which went into the school fund, and today, considering its population, it is one of the best provided in the Union.

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# The New Superintendent

B. H. Vanden Belt, Superintendent of Schools, Marshall, Mich.

Every year finds a number of superintendents facing the challenge of starting their work in a new field. A successful administration should start out by building upon the good things that already exist, and fitting the new policies into the conditions and needs of the community to be served. There is a fund of information which should be in the possession of the new superintendent before he attempts to launch out on new policies or practices.

Many examples may be observed of those who have started big things, before realizing the needs or conditions in their new situation. Too frequently the new superintendent assumes the attitude that everything has been wrong and that he must go about changing everything in the school system. As a result, many fond traditions are ruthlessly disregarded, and new policies or practices are started, which lead to trouble. The result is likely to be a short and useless administration in that community.

## Initial Adjustments

The new superintendent will, of course, face many important tasks which need to be handled before he has time to make a complete survey of conditions. Many of these tasks should be settled or decided on the basis of established policies, if such policies exist either by tradition or formal adoption of the school board. Many details will arise which the new executive must decide even before he has an opportunity to learn what previous practices have been or whether these practices meet with favor or disfavor by the people concerned. In these matters he will be guided by his own judgment and by sound administrative practice. He should make it a point, however, to see that as few such cases arise as possible. He should have informed himself before assuming actual duty of as many conditions, policies, and practices as he can. In fact, it would be well for the new superintendent to spend some time getting acquainted with people and conditions before he assumes his charge.

His first contacts will be with his predecessor and the members of the board. His predecessor will no doubt supply him with information regarding key teachers and citizens worthy of his cultivation. The initial impression he creates depends largely on his first contacts. Little can be gained from criticizing past officials or conditions. Early contacts will be made with board members and their business associates. The new superintendent will be invited to attend a luncheon club or similar gathering very early. Other groups will meet him soon after his arrival. All eyes will be upon the new superintendent and his family and the first impressions will very likely be permanent. Avoiding extremes is the safe policy to follow during the early contacts. One should avoid being too much of a glad-hand artist and should also avoid too reticent an attitude. A friendly, interested, and courteous attitude is important. It is essential to remember and associate names and faces, and to place them in proper setting. Jones, the banker; Smith, the editor, etc., must be placed, so that the new executive can speak to them by name. It is possible to learn more by being an interested listener than by dominating the situation when first meeting others. A few interesting questions will lead Mr. Blank to tell about his business, his golf, and his family. He will enjoy this much more than to listen to the new superintendent tell about his former community and position. People would rather see and judge for themselves what the new man is, than to listen to him tell it. These preliminary contacts will continue for some time but should very early be supplemented by the more important information

secured through a wider study of the past and the present of the community and school conditions.

## The Sociological Survey

A careful study of the history of the community should be made. Study the census reports and chart the population growth to determine how rapidly the community has grown and at what periods in its development the greatest growth was made. What were the causes of this growth and who were some of the individuals playing the leading rôles in the drama? How old is the community, and how far back do some of the leading families run in the history? What is the attitude of these leading people toward the program of the school? How rapidly has community improvement been brought about? Was the old sewer system voted at the first proposal or was it a topic of debate for a number of years? Have there been feuds or factions who have opposed each other, or have the citizens usually presented a solid and united interest in community affairs?

These are some questions on which it would be well for the new superintendent to be informed before going very far.

The character of the population is a second and important consideration in the survey. What are the nationalities represented in the district and in what proportion are they found? Certain nationalities tend to be more conservative perhaps than others. A lack of homogeneity of nationality will no doubt result in a lack of unity, and require more time to bring the people to a point where they will support a program.

The educational level may be difficult to secure but may be judged somewhat on the circulation of certain types of papers and magazines, as well as the patronage of the library and bookstores.

Home conditions may be judged fairly well from the general appearance of the homes, as one observes them in passing about the community. A local banker and perhaps the manager of a building and loan association can give one information regarding the percentage of renters and home owners in the community.

Another phase of the study of the community necessarily lies in the field of social organization. How many luncheon clubs, women's clubs, fraternal societies, etc., are represented in the town, and what are the membership and comparative strength of these various organizations? Is the chamber of commerce a small clique or does it have a wide membership representing all interests of the town? This information will be easily obtained from officers or members of the organizations concerned. We

will no doubt find greater community solidarity represented by well-developed social organizations in an older and more homogeneous community. It is easier to crystallize sentiment in such a situation than it is in an unstable, new, disorganized situation.

What are the leading churches, what are their respective memberships, and are there any old feuds, rivalry, or jealousies existing among them? This information can be readily secured from representatives of each denomination. What views are held by the members of the various churches on moral and social practices and conditions in the school? Communities vary widely in the degree of liberality or narrowness on these questions and the new superintendent should be posted on these views. Some of the old members of the teaching staff or local teachers can be of great assistance in these questions.

The financial and industrial field needs some consideration in a survey. One needs to know the financial load which is being carried by the city as well as by the school district. How large is the bonded indebtedness, and how recently have these obligations been assumed, and when do they mature? A few comparisons with other communities of the same class will be illuminating.

Are the industries in a flourishing condition or are they depressed financially? How do the numbers employed at present compare with former numbers? What is the average earning capacity of men and women in the leading occupations? Is there much skilled labor at high wages, or are there many common laborers?

Labor organizations may well be considered in this connection and ascertain their attitude toward the schools. Has their record been favorable or negative toward the needs of the schools? Most towns have a few capitalists who oppose school expenditures, and they often exert considerable influence, and it would be wise to learn if the superintendent's new community is blessed with such or not, and try to evaluate their importance.

## Educational Survey

Besides considering the above social and community questions and influences, we need to take an inventory or make an appraisal of the educational field throughout. This study should show us the fond traditions, which we need to consider closely before we move far.

The board of education makes a very good starting point. Much benefit may be derived in spending an evening reading the minutes of the board for a number of years back. How long have board members served on the board? What type of individuals have been selected to represent the people in managing the schools? What functions have been performed by the board, and how have they been handled? Do committees perform administrative work, and how long have they existed?

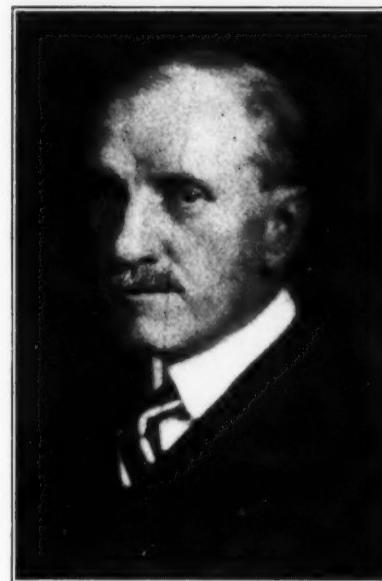
We may often gather much more information as to what the position of the superintendent has been in the past by observing from the minutes what help he has been to the board in its work. Occasional friendly chats with board members will soon reveal what they consider to be some of the greatest weaknesses in the previous administration and some of the greatest needs of the schools in the eyes of the board and the community. Besides the board of education one can secure many ideas of past practices by observing the attitude of old teachers and janitors in their relation to the new superintendent. Do they look to the board or the superintendent when real issues arise?



It is important that a survey be made rather early in the administration to determine the instruction levels as revealed by the use of standard tests. These results will show which subjects are being taught most efficiently and which ones least efficiently. Records of previous tests may be available that will give one this information and these should be studied and compared with tests given under your direction. This is no doubt one of the important aspects of the superintendent's preliminary survey. The quality of the instruction is the basic thing for which the school is maintained and for which most of the school money is spent. His greatest and most important responsibility is to see that results are satisfactory in the real work of the school and he should have accurate and reliable information on which to be guided in his future work. What is the attitude of the teachers toward supervision? This question needs to be considered and the proper approach provided in developing a program of supervision.

Personnel problems of the teachers and janitors should be studied. How much training and experience have the teachers had? How recent was this training, and in what institutions was it received? How well does it meet their present teaching needs? How long have they served in their present positions? How long have the janitors been on the job and at what work have they had experience before taking on the janitor work? The teaching load and janitor load is another question on which it is well to be informed. How many local teachers on the staff and what are their family relations? These are but a few of the personnel questions, but they are suggestive of the information which it is well for the superintendent to have available.

A study of school records of all kinds will give one a background of information regarding conditions in the past which will help him to understand future needs.



MR. EDWARD MERCHANT  
Secretary of the Board of Education,  
Philadelphia, Pa.

Mr. Edward Merchant, who has been elected secretary of the board of education of Philadelphia, to succeed Mr. William Dick, will enter upon his duties on September 1. The appointment carries with it an annual salary of \$10,000.

Mr. Merchant is a native of Philadelphia and was educated in the public schools of the city. Following his graduation from the Central High School, he studied law in his father's office and was admitted to the bar in 1902. He entered the employ of the board of education in 1903, and in 1912 was appointed assistant secretary and solicitor.

Mr. Merchant's vast experience especially fits and qualifies him for the position of secretary and general manager of the board of education. His peculiar business ability and enterprising mind have been recognized in the school field and he enjoys the confidence and esteem of the public at large. It is the purpose of Mr. Merchant to assist the board of education in making the Philadelphia school system one that shall be known and respected all over the country.

#### Financial Information Valuable

The financial history and conditions of the district is a place where the new man needs to be informed early, if he is to gain the confidence of his board in business matters. He should

study the valuation of the district and the tax rate for a period of years, as well as the budget conditions in the past. A record of the bonded indebtedness, and the dates of maturity and rate of interest of the bonds should be known.

A survey of the school plant will be very useful in judging the janitorial problem and the adaptability of the plant to new educational needs.

The methods which have been in use in appraisal of school efficiency should be a subject of investigation. What methods have been employed in informing the board of education and the people of the community of the results of the school's work? If certain channels have been developed through which the community has been informed of school condition, the superintendent should take these into consideration and continue them or substitute other means in their place. We perhaps can help to understand the present community attitude toward the schools somewhat in the light of the informational service with which the community has been served in the past. The new superintendent must realize that all his new policies and proposals will need to be carefully explained and sold to the community in order that the citizens will cooperate harmoniously with these policies when they are to be administered.

Now, after a survey has been made as has been described, the new superintendent will be in much better position to know what the schools need, and what the community will accept in the way of improvements. He is now in position to adjust his constructive work to the actual needs and conditions of the schools, with less danger of a strong reaction, undoing the things he may wish to accomplish in his schoolwork. He has laid the foundation which should enable him to build constructively and safely, and place him in position to render the greatest service to the schools and the community he serves.

## A Self-Rating Scale for Supervisors

Edwin J. Brown, Stanford University, California

While much has been written on the topic of supervision in general, and the improvement of the teacher in service in particular, very little has been offered which proves of utility to the principal, the superintendent, or any person responsible for supervision, for the improvement of the supervisor in service. And when everything is summed up we are forced to the conclusion that supervisors get little or no training other than in service. When we consider that college courses in supervision are likely to be very superficial, and at best theoretical; that training under actual school conditions is carried on in very few places in the country; that the supervisor is forced to learn his fine art while on the job, the need for a self-rating, self-teaching device is evident.

The superintendent or principal has manifold administrative duties which make insistent and immediate demands upon his time and energy. His work as a supervisor thus tends to become a side line which can be, and very frequently is neglected in a manner which this same executive would not tolerate for an instant in purely administrative affairs. When time does open in his administrative work he contents himself with a perfunctory, haphazard visiting, although not fooling himself for an instant into the idea that he is improving instruction. He is likely to feel the need for a statement of the main principles governing supervision but usually lacks the time or training, or both, to set these principles down for himself. He comes to realize at an early date that administration is one thing and that supervision is another, and

that the keeping of the main objectives of supervision in plain view is often a difficult task. The summing up of these main objectives with a view to improving the supervisor in service, has been the purpose of the writer in preparing a self-rating scale.

Rating scales in the main do not point at self-improvement. There have been, however, a few good rating scales prepared for teachers to use in evaluating the results of their work. Supervisors know the rating scale best as a yardstick for measuring the efficiency of instruction. The number of supervisors is likely small who have thought of applying the same systematic analysis to their own work. When one considers that rating is usually from above; that when supervision is done by the superintendent or the principal there is no higher authority; that the work of the trained supervisor is criticized, if at all, only by the teachers, who depend upon his rating for the retention of their positions, the need for a critical self-survey by the supervisor becomes apparent.

The placing of his work under the microscope, as it were, and there giving it rather a close scrutiny, is likely to be of help to anyone in schoolwork whether in a teaching, administrative, or supervisory capacity. The emphasis that is being placed upon the more or less inconsequential details is given the same close inspection that is allotted to emphasis upon the more important principles. An analysis of the work of the supervisor tends to make apparent the fact that the real problems are usually clouded by a fog of details.

A survey of the textbooks in the field of supervision at the present time, and the offering is steadily increasing in excellence, shows considerable agreement in stating the aims, objectives, principles, and methods governing supervisory technic. To this extent, at least, supervision takes on the form of a science. The writer has sought to justify the inclusion of the main items in the scale by listing only those on which there is practically unanimous agreement on the part of the writers in the field. While this method of determining the validity of the items in the scale is open to criticism, yet at the present time there are no more satisfactory criteria by which supervision may be judged, than that of taking the opinions of the writers in the field. That textbook and other writers in the field may not be the most competent judges is noted also, but is not conceded.

A consideration of the general fields carries one at once into the questions of aims, personal and social qualities, methods, principles, classroom management, teachers' meetings, general procedure, and many other equally important phases of the supervisor's work. In order to keep his device from becoming too lengthy to be of service, and because he believes that two rather general heads practically cover the entire field, the writer has built the first part of the device, Scale I, around the general topic of "Personal and Social Qualities," and the second part, Scale II, around the general head, "Methods and Principles." That there is no distinction made in the scale between "aims" and "procedure" is noted. By putting rather definite

**Scale I  
PERSONAL AND SOCIAL QUALITIES  
A SELF-RATING SCALE FOR SUPERVISORS**

(General-elementary-high school)  
Self-improvement through self-criticism

Name..... School..... Date of Rating.....

**DIRECTIONS**

Rate yourself on the scale. Be thorough. Tell the truth but give yourself a fair deal. Rate yourself at the end of each month for three consecutive months. Improvement, rather than a very high first rating, is desirable. There are five or more questions under each general head. Affirmative answers are desired. If you can answer but one of the five questions *yes* rate yourself *P* by making an *x* on the scale at the right under the proper heading; two, rates *F*; three, rates *Av.*; four, rates *V.G.*; five, rates *S*. Connect the crosses using a separate scale for each rating. Half-turn the chart counter clockwise after rating and study lines.

**PERSONAL AND SOCIAL QUALITIES**

To what extent am I successful because:

- I. *I Am Clean In My Personal Habits*
  1. Do I wash my teeth each morning before school? .....
  2. Are my nails and hands clean in the morning? .....
  3. Do I shave every day (men)? .....
  4. Am I entirely free from tobacco or other disagreeable odors? .....
  5. Am I free from halitosis? .....
- II. *I Am Neat and Trim In My Appearance*
  6. Are my clothes clean and of fair quality? .....
  7. Is my hair neatly trimmed and combed? .....
  8. Are my shoes kept well shined? .....
  9. Am I careful to start the day with clean linen? .....
  10. Do I use a reasonable variety in my clothing? .....
- III. *I Have Few or no Unpleasant Mannerisms*
  11. Do I appear calm, poised, and dignified? .....
  12. Do I look at people when talking to them? .....
  13. Am I pleasant, cheerful and agreeable? .....
  14. Do I make teachers and pupils feel my interest? .....
  15. Do I consciously try to correct unpleasant individual mannerisms mentioned to me by others? .....
- IV. *I am Interested in the Work and Play of My Staff*
  16. Do I show my interest in the work of teachers? .....
  17. Do teachers come to me voluntarily for help? .....
  18. Do teachers welcome me to the playground? .....
  19. Do I aid in planning recreation for my staff? .....
  20. Do teachers and pupils include me in their fun? .....
- V. *I Appear Modest and Unassuming*
  21. Do I measure my success only in terms of the success of the group? .....
  22. Do I work as hard when I am an assistant as when I am placed in authority? .....
  23. Do my associates tend to become my more intimate friends as time goes on? .....
  24. Do I always refuse credit not due me? .....
  25. Do I submerge myself in my work? .....
- VI. *I Am Tactful In My Criticism of My Teachers*
  26. Do teachers like to show me the results of their work? .....
  27. Do teachers ask me to visit them when they are trying out new work? .....
  28. Do teachers ask me to suggest improvements for their work? .....
  29. Do teachers ask my opinion and willingly accept my suggestions? .....
  30. Do teachers ask me to recommend them? .....
- VII. *I Possess Abounding Energy and Good Health*
  31. Am I always on the job? .....
  32. Can I work hard six days a week and still be an enthusiast? .....
  33. Do I work as hard and as much as any teacher? .....
  34. Do I work overtime willingly and regularly? .....
  35. Can I play as hard as I work? .....
- VIII. *I Am Courteous and Thoughtful*
  36. Do I use every opportunity to lighten heavy loads? .....
  37. Am I as courteous to the teachers as I am to the City Superintendent? .....
  38. Are my professional meetings economical of the time and energy of my staff? .....
  39. Do I try to accommodate my staff in planning for the regularly scheduled meetings? .....
  40. Do I do "good turns" for my teachers which are not strictly in line of duty? .....
- IX. *I Inspire Hopeful, Helpful, Uplooking Optimism*
  41. Do I always tell a teacher the good things which come to me about her? .....
  42. Is my greeting cheery and hearty? .....
  43. Do I neglect to tell a teacher things which can only hurt her? .....
  44. Do I always commend the commendable? .....
  45. Do I deliberately offer encouragement? .....
- X. *I Am Unservingly Loyal to My Personal and Professional Ideals, to the Group With Whom I Work, and to the Institution Which Shelters and Nurtures My Professional Growth*
  46. When out of the presence of my coworkers do I keep still when I cannot commend? .....
  47. Are my ideals clearly defined in my own mind? .....
  48. Do I publicly express approval of the school system in which I work, seeing at the same time its weaknesses and seeking to improve them? .....
  49. Do I speak approvingly of those above me in rank, saying nothing, when I disapprove? .....
  50. Do I give my superiors my honest opinion and stand firm on what I believe, when I know they disagree, but carry out orders loyally when decision is against me? .....

"yes" and "no" questions under each main heading of the scale an attempt has been made to secure greater objectivity. Whether or not the questions aid in securing this objectivity remains to be determined. There can be little doubt, however, that the questions aid the supervisor in arriving at a more accurate rating of himself on each quality mentioned. That all the desirable qualities could not be mentioned, and that complete analysis of each quality that is mentioned could not be made, is evident. The very bulkiness of the scale would tend to mar its workability.

(Concluded on Page 127)

**Scale II  
METHODS AND PRINCIPLES  
A SELF-RATING SCALE FOR SUPERVISORS**

(General-elementary-high school)  
Self-improvement through self-criticism

Name..... School..... Date of Rating.....

The directions for Scale II are the same as for Scale I (Personal and Social Qualities).

**METHODS AND PRINCIPALS**

To what extent have I been successful:

- |       | I. In Producing a Unity of Purpose for the Entire Staff?  | P. | F. | Av. | V.G. | S. |
|-------|---|----|----|-----|------|----|
| 1.    | Are all of my teachers apparently cooperating in their work? .....  |    |    |     |      |    |
| 2.    | Have I tried to set up a goal toward which each teacher may be attracted? .....   |    |    |     |      |    |
| 3.    | Have I aided my teachers to play together thus breaking down barriers of restraint? .....   |    |    |     |      |    |
| 4.    | Are my teachers a "happy family" rather than several groups who happen to be engaged in the same work? .....  |    |    |     |      |    |
| 5.    | Do I keep in mind the "vision" rather than the "super" when thinking of my work? .....  |    |    |     |      |    |
| II.   | In That I Have Been Able to Carry Through a General Supervisory Program While Carrying on the Detail of Daily Work?   |    |    |     |      |    |
| 6.    | Do I have a broad general plan of procedure? .....  |    |    |     |      |    |
| 7.    | Is my work definitely planned and scheduled as opposed to a haphazard visiting, conference, etc? .....  |    |    |     |      |    |
| 8.    | Do I keep in mind that supervision has for its primary aim the improvement of instruction and as a result, center the thinking of the group on one subject for a definite period of time? ..... |    |    |     |      |    |
| 9.    | Do I attempt to measure the results of this special effort in an objective way? .....   |    |    |     |      |    |
| 10.   | Do I have regularly scheduled teachers' meetings? .....   |    |    |     |      |    |
| III.  | In Making Professional Visits Convey the Feeling of Professional Interest in That Particular Room?  |    |    |     |      |    |
| 11.   | Are my visits of the analytical, ultra-professional type, or are they definitely professional but also significantly personal? .....  |    |    |     |      |    |
| 12.   | Do children apparently welcome my visits? .....   |    |    |     |      |    |
| 13.   | Do teachers work easily and naturally (apparently) when I am visiting their rooms? .....  |    |    |     |      |    |
| 14.   | Do I always remember promises to teachers and pupils? .....   |    |    |     |      |    |
| 15.   | Do I know the names of most of the pupils in rooms that I visit regularly? .....  |    |    |     |      |    |
| IV.   | In That I Have Sought Out and Have Made Recognition of Efficient work?  |    |    |     |      |    |
| 16.   | Have I aided teachers in setting up experimental situations? .....  |    |    |     |      |    |
| 17.   | Have I aided them in securing publication of the purpose, method, and results, as their work not mine? .....  |    |    |     |      |    |
| 18.   | Have I aided in placing teachers on state and county committees and programs because of their efficiency? .....   |    |    |     |      |    |
| 19.   | Do I mention especially fine work of my teachers when speaking to the patrons of the school? .....  |    |    |     |      |    |
| 20.   | Have I determined the requisites and developed the technic of writing a recommendation? .....   |    |    |     |      |    |
| V.    | In Making the Aims of Supervision Apparent to My Teachers?  |    |    |     |      |    |
| 21.   | Have I told teachers my plans for the year? .....   |    |    |     |      |    |
| 22.   | Have I made teachers see the child as the unit of supervision? .....  |    |    |     |      |    |
| 23.   | Is the general problem of the year set up as the big goal for all teachers? .....   |    |    |     |      |    |
| 24.   | Is each of my teachers getting a good course in "the supervision of instruction"? .....   |    |    |     |      |    |
| 25.   | Do I make teachers believe in supervision? .....  |    |    |     |      |    |
| VI.   | In Aiding the Teacher in the Direct Application of the Principles of Good Classroom Work?   |    |    |     |      |    |
| 26.   | Have I arranged for demonstration lessons to be taught and witnessed by staff members? .....  |    |    |     |      |    |
| 27.   | Have I aided the teacher in recognizing and planning for individual differences? .....  |    |    |     |      |    |
| 28.   | Have I aided the teacher in clarifying and defining her assignments? .....  |    |    |     |      |    |
| 29.   | Have my suggestions led to a greater socialization of classroom procedure? .....  |    |    |     |      |    |
| 30.   | Have I aided the teacher in seeing clearly the aims of instruction? .....   |    |    |     |      |    |
| 31.   | Have I made the teacher feel that every piece of school machinery must give an educational account of itself? .....   |    |    |     |      |    |
| VII.  | In Directly Improving the Results of Instruction?   |    |    |     |      |    |
| 32.   | Have I helped to provide a motive for study? .....  |    |    |     |      |    |
| 33.   | Have I helped the teacher organize materials? .....   |    |    |     |      |    |
| 34.   | Have I improved the working conditions of the room? .....   |    |    |     |      |    |
| 35.   | Have I aided the teacher in developing devices for self-competition? .....  |    |    |     |      |    |
| 36.   | Have I developed inter-school competition? .....  |    |    |     |      |    |
| 37.   | Have I aided the teacher in developing her lesson plans? .....  |    |    |     |      |    |
| 38.   | Have I aided the teacher in developing the different types of lessons? .....  |    |    |     |      |    |
| VIII. | In Promoting Professional Interest?   |    |    |     |      |    |
| 39.   | Do I call attention to usable current literature? .....   |    |    |     |      |    |
| 40.   | Do I encourage affiliation with professional organizations? .....   |    |    |     |      |    |
| 41.   | Do I aid teachers in getting good pay for good service? .....   |    |    |     |      |    |
| 42.   | Do I encourage summer school attendance? .....  |    |    |     |      |    |
| 43.   | Do I arrange for my teachers to visit other teachers at work? .....   |    |    |     |      |    |
| IX.   | In the Promotion of Good School Management?   |    |    |     |      |    |
| 44.   | Do I arouse interest and pride in his school on the part of the pupils? .....   |    |    |     |      |    |
| 45.   | Do I aid teachers in routinizing classroom mechanics? .....   |    |    |     |      |    |
| 46.   | Do I aid in making discipline creative? .....   |    |    |     |      |    |
| 47.   | Do I show that clear aim is the big determinant in management as well as in method? .....   |    |    |     |      |    |
| 48.   | Do I stimulate interest in the measuring field that a teacher may question the validity and reliability of her measuring devices? .....   |    |    |     |      |    |
| 49.   | Do I aid teachers in the mechanics of handling the heating, lighting, and ventilating appurtenances of the room? .....  |    |    |     |      |    |
| 50.   | Do I give teachers the benefit of my visits to other rooms without implying deficiency on the part of the teacher to whom I am talking? .....   |    |    |     |      |    |

## Relationship of the Executive School Officers<sup>1</sup>

Geo. D. Strayer, Ph.D., New York, N. Y.

A modern school system proposes to offer to each pupil enrolled those unique opportunities for acquiring skills, for practice in precise thinking, and for growth in power of appreciation which are attainable by one of his intelligence. In the administration of a school system that seeks to achieve this desirable end, problems of personnel, of pupil records, of diagnostic and achievement test programs, of attendance and health service, of courses of study and curricula, of the planning, maintenance and operation of the school plant, and of the financing of the school system, must be integrated by the executive who relates each administrative procedure to the realization of the purposes for which the schools exist.

The efficient administration of our schools depends upon the recognition of the distinction in function between the school board as a policy determining and legislative body and the superintendent of schools as its chief executive officer. The members of a school board render their most important service when they select the ablest executive available; having rendered this service, they may continue to serve the public best by advising with him concerning the schools, by interpreting for him the will of the people whom they represent, and by requiring of him, from time to time, a record of the work done by the school system and proposals for its further development. The superintendent of schools, if he be competent, will present his program to the board of education and will demonstrate the wisdom of the policies which he advocates.

### School Business Must Contribute to Educational Program

In recent years it has been suggested that the business administration of schools can to advantage be divorced from their professional management. It has been argued that the construction of school buildings, their maintenance and operation, the purchase, storage, and distribution of supplies, the making of the budget, and the like, can best be handled by one trained in business affairs. In a considerable number of school systems the business manager has been made an officer coordinate with the superintendent of schools, reporting directly to the board of education. This type of organization ignores the fact that every act of the business manager is worthy of approval only as it contributes directly to the furtherance of the educational program adopted by the board of education.

A budget should be adopted only after the most careful consideration of the educational program which it proposes to finance. A school building is well built only when it has been planned to serve the needs of a school offering a program of education which has been proposed by the superintendent of schools and accepted

<sup>1</sup>Abstract of an address before the National Council on Education, Minneapolis, July 2, 1928.

## Qualifications of School-Board Members

J. F. Hines, Superintendent of Schools, Plankinton, S. Dak.

The last decade has seen a noticeable increase in the demands made on the teaching profession in the matter of training for the work to be done. In South Dakota, a high school might be taught by high-school graduates or normal graduates until comparatively recent years. Now, practically all such teachers and superintendents must have the equivalent of a degree from a recognized university.

Now and then some one timidly speaks upon the subject of the qualifications necessary for school-board members. As the law stands at this time, there is no requirement and no move to secure any. Citizenship constitutes sufficient

standing if the proper number of votes are mustered. Elections are held in June at a time when people are busy, and in most communities the elections are not very generally given sufficient attention. Many people take the position that the school election is not of sufficient importance to take their time. With this apathy so general, it is, indeed, surprising that there are so many well-qualified boards and so many people willing to make the sacrifice necessary to be members of school boards. This state offers practically no remuneration and imposes many important powers and duties upon its boards.

Where the business executive has been given a place coordinate with the superintendent of schools, this action has been taken upon the assumption that better business practice would prevail and that economies would be effected. A thoroughgoing investigation covering the states of New York and New Jersey has proved that this assumption is not true, and there is no reason why it should be true. The board of education that places responsibility upon the superintendent of schools for the complete administration of the school system and requires the assistant in charge of business affairs to report through him, may reasonably expect to secure as high efficiency in the business office as could be attained were the head of this division to be given a position coordinate with the superintendent. Other investigations have established the fact that misunderstandings and inefficiency are bound to occur where a dual system of administration has been adopted. Indeed, it not infrequently happens that under dual control the superintendent of schools, who certainly must be the leader in the educational program supported by the board of education, spends a large part of his time in making adjustments with the business office, often on a personal basis. No good can come from this waste of the time and energy of the man responsible for the development of an efficient school system.

### Business Procedure Needed

All affirm the necessity for adequate business procedure in the administration of a school system. The board of education in our larger communities should elect, upon the nomination of the superintendent of schools, an assistant superintendent in charge of business affairs. This man should be highly trained as a business executive and should cooperate with the superintendent of schools in the making of the budget, in the development of plans and the supervision of the construction of buildings, in the purchase, storage, and distribution of supplies, in the handling of the payroll, and the like. His efficiency will be increased by virtue of the relationship which he bears to the chief executive officer of the board of education. The administration of the school system will profit from a relationship which is sound in theory and which has been successfully established in practice.



WALTER G. MARTIN  
Architect-Elect of the New York City  
Board of Education

The board of education of New York City, on June 15, appointed Mr. Walter C. Martin as superintendent of school buildings, to succeed William H. Gompert, who retired last November.

Mr. Martin is a native of Bronx Borough of New York City and was educated in the city's public schools. Following his graduation, Mr. Martin entered the office of a practicing architect and at the same time took a four-year course in architecture at Cooper Union. After twelve years in the architect's office, Mr. Martin opened an architectural office of his own and prepared plans for and supervised the construction of many buildings, mainly in Bronx Borough.

In 1920 he was appointed superintendent of the tenement house department for the Borough of the Bronx. In January, 1926, he was appointed tenement house commissioner by the mayor. He is a member of the New York Society of Architects.

Mr. Martin is married and has one daughter.

The writer recently made a study of the question of the composition and training of school-board members in twenty different independent school districts of South Dakota. The school districts were chosen more or less at random and with no attempt to prove any point, merely to gather some facts which might be of interest to school people generally. The districts include very small and very widely scattered places as well as some larger communities.

Following are the data thus secured:

College graduates.....	19	Professional people.....	13
High-school graduates.....	30	Business people.....	41
Eighth-grade graduates.....	34	Farmers and laborers.....	26
Below eighth grade.....	17	Housewives .....	20

100

A comparison of the education of the men and women shows the following:

	Women	Per Cent	Men	Per Cent
College graduates .....	2	10	17	21
High-school graduates.....	5	25	25	31
Eighth-grade graduates.....	11	55	23	28%
Below eighth grade.....	2	10	15	19

20

80

In no case were there more than two women on a school board, and in ten cases the boards were made up entirely of men. It does not seem possible that there is any connection between the educational status of school boards and the teachers hired in the respective school districts. In three of the districts studied, the superintendents held an M.A. degree, in fifteen a B.A. degree, and in two, legal certificates. Only three of the districts that insisted that all grade teachers be employed on state or life certificates, twelve on at least a first-grade certificate, and five merely required a certificate. Of course, many of all the districts had holders of the higher certificates; the school boards merely did not insist on the higher certificate.

The board of education of St. Louis, Mo., has adopted a new salary schedule for the position of chief clerk in the instruction department. Under the schedule, the chief clerk will receive a salary of \$3,500 for the first year of service; \$3,750 for the second year; \$4,000 for the third year; \$4,250 for the fourth year; \$4,500 for the fifth year; \$4,750 for the sixth year, and \$5,000 for the seventh year. The salary of the present chief clerk, Mr. C. M. Frazier, has been fixed at \$5,000, the maximum salary of the position.

# A Step Toward Equalizing the Elementary-School Term in Tennessee

James A. Roberts, State Department of Education, Nashville, Tenn.

For years the educational leaders in Tennessee have been giving thought to the question of equalizing educational opportunities throughout the state. In 1921 the legislature passed a law directing that \$6,000 from the state school fund be allotted to each county, the remainder being distributed to each county in proportion to the average daily attendance in elementary schools. This provision was designed to lessen the inequality between the school funds of the smaller and usually poorer counties and those of the more wealthy counties. The plan had some slight effect in leveling up the length of term but did not improve conditions materially.

## Tennessee School Background

That we may more clearly understand the problem, let us get before us the main features of the Tennessee school system. To begin with, the county is the administrative unit for school purposes except that all the larger cities and incorporated towns and the special districts created by special acts of the legislature operate independent school systems under the direction of their own local boards of education.

In 1925 the legislature abolished all special or independent school districts, except taxing districts, and provided that any of these taxing districts might be abolished by vote of the qualified voters in the district after its debts had been paid. This legislation did not affect the school systems of the incorporated cities and towns.

There is provided a county board of education of seven members for each county who are elected by the county court for a term of seven years, the term of one member expiring each year. The county court is made up of the magistrates of each civil district in the county and corresponds to a board of county commissioners. In addition to holding court in their own local districts for the adjudication of minor legal matters, it is the duty of this county court to levy taxes, to elect a county board of education, and a county superintendent of schools in counties where this official is not elected by popular vote, to manage the county institutions and public roads and generally to supervise the affairs of county government. The county board of education and the county superintendent of schools have entire charge of all the elementary and high schools throughout the county, except those of the independent systems mentioned above.

The elementary-school funds, except the equalizing fund, are distributed to each county in proportion to average daily attendance in the elementary schools, including attendance in the above mentioned independent units. The county in turn distributes this state fund between the county schools and the schools of the independent units in proportion to the average daily attendance in the elementary schools. All the elementary-school funds belonging to the county are placed in one fund to be administered by the county board of education. Likewise, all school funds belonging to the independent units are placed in one fund to be administered by the board of education of such independent units.

In addition to funds received from the state, each county levies additional school taxes on property located within the county, including property in any independent units within the county. The proceeds of this tax are apportioned between the county and independent units in proportion to average daily attendance just as are state funds. The independent units may, and in nearly every case do, levy still further taxes on property within the limits of such independent units. The proceeds of this extra tax belong only to the independent unit

and are for its own use to supplement funds received from the state and county.

## The Problem Stated

Under this system the larger and more wealthy cities were able to provide nine-, ten-, and even twelve-month school terms, and were able to set up modern junior and senior high schools, thus providing unexcelled opportunities to the children living in those cities. The larger and wealthier counties in which these cities are located—Hamilton, for instance, with a property valuation of \$6,049 for each child of school age—are able to do the same. At the other extreme was the rural county of Overton in which the property valuation is only \$724 per child. Such counties were maintaining poorly housed, poorly equipped, and poorly taught elementary schools for only five months per year. During the year ending June 30, 1925, the average length of the rural elementary-school term throughout the state was 133 days, varying from 98 days to 180 days, only 23 of the 95 counties having a term as long as 150 days. The difference in high-school conditions was just as great.

This variation in educational opportunities in different communities of the state had been noted for years and the people had at last come to the conclusion that something must be done because it was believed that a child in the most isolated section of the state was as much entitled to a fair education as the one who happened to live in one of the wealthier centers. If you please, it was believed that the potential Alvin Yorks, Cordell Hulls, and Robert L. Taylors are as much entitled to a fair opportunity for education as the residents of the populous and wealthy cities. In other words, it was agreed that it is the duty of the state as a whole to see that all the children of the state shall have reasonable and as nearly as possible equal opportunity for a liberal education.

Having come to this conclusion, two problems remained; first, that of securing the funds needed and, second, that of distributing these funds so as to secure the desired results. It was recognized that the property of the state was bearing all the burden for governmental purposes that it was wise to load upon it, and that there were thousands of persons without taxable property who were contributing nothing directly toward the support of the government which has been protecting them and educating their children.

## The Plan for Equalization

A luxury tax in the form of a 10-per-cent tax upon the value of all manufactured tobacco sold in the state was imposed. During the first year of its operation this tax yielded a net income of over \$1,200,000, and at present is yielding about \$1,350,000 per year. At first \$250,000 per

year was set aside as an equalizing fund and in 1927, \$800,000 was so designated "to provide an eighth-months' school term in the rural elementary schools of the state."

Next, the state board of education was directed to prepare a salary schedule which should be used as a basis for the distribution of this fund to the counties under the following conditions:

"To each county that levies and collects (1) a tax of (for) elementary schools of not less than 50 cents on each \$100 of taxable property in the county, including any tax for elementary schools levied by the legislature and retained in the county and excluding the state tax of 8 cents for schools as provided in this Act, (2) a poll tax of \$1, (3) all privilege taxes and fines allowed by law and that (4) complies with all other provisions of this Act, if in any one year the apportionment to the elementary schools of the county from the proceeds of the 50-cents tax as above provided from polls, fines, privilege taxes, and other revenue in which schools are entitled to share, and from the state school funds distributed to the county on a per capita basis together (are) not sufficient to pay the salaries of the teachers and principals of rural elementary schools for a term of eight months at salaries not exceeding those prescribed in the state salary schedule for elementary teachers, the number of teachers and principals of elementary schools in each county not in excess of one teacher for every 25 of average daily attendance as reported to the state commissioner of education for the preceding year, operating expenses not exceeding 15 per cent of teachers' salaries for county schools, there shall be apportioned from the equalizing fund herein provided an amount which, when added to the county elementary-school funds, will be sufficient to extend the term of the county elementary schools to eight school months on the conditions above set forth; provided, that the entire apportionment to the county from county levy and other sources for elementary-school purposes and from the state fund for elementary schools shall be used exclusively for the payment of salaries of principals and teachers of the county elementary schools, and for such operating expenses as above set forth. Provided further, that (if) it shall be found in any county on account of mountains, water courses, or sparsely settled communities, it is necessary to employ more teachers than one to 30 children, as herein provided, the state board of education shall allow one or more additional teachers to such county upon sufficient proof presented by the county board of education that such teacher or teachers are necessary to accommodate the children of said county. Nothing in this Act shall be construed to deprive county boards of education of the power to fix and set salaries of the teachers in their employ. County courts shall have the power and are hereby authorized to levy such additional taxes as may be needed to meet the school budgets as adopted, and nothing in this Act shall be construed as preventing counties from providing longer terms than eight months or paying salaries to teachers at higher rates than fixed in the state salary schedule."

Acts of 1925, Chap. 115, Sec. 17, Subsec. 2.

The state board of education, as directed by the foregoing legislation, prepared a schedule which was used as the basis for distributing this fund until July 1, 1928. A revision of this schedule has just been made which will be effective after July 1, 1928. The revised schedule is as follows:

## The Present Teachers' Salary Schedule

**CLASS A TEACHERS:** Consisting of those who have completed a standard four-year high-school course and hold a bachelor's degree from a standard four-year college.

Group	Certification	Basal Salary
1.	Permanent professional certificate.	\$100 to \$115
2.	Four-year professional certificate..	75 to 90
3.	Limited training or examination certificate ..	70 to 80
4.	Permit ..	50 to 60

**CLASS B TEACHERS:** Consisting of those who have completed a standard four-year high-school course and have in addition not less than 135 quarter-hours' credit in a standard college.

Group	Certification	Basal Salary
1.	Permanent professional certificate.	\$85 to \$100
2.	Four-year professional certificate..	70 to 85
3.	Limited training in examination certificate ..	65 to 75
4.	Permit ..	40 to 50



**CLASS C TEACHERS:** Consisting of those who have completed a standard four-year high-school course and have in addition not less than 90 quarter-hours' credit in a standard college.

Group	Certification	Basal Salary
1.	Permanent professional certificate	\$ 75 to \$ 90
2.	Four-year professional certificate	65 to 80
3.	Limited training or examination certificate	60 to 70
4.	Permit	35 to 45

**CLASS D TEACHERS:** Consisting of those who have completed a standard four-year high-school course and have in addition at least 45 quarter-hours' credit in a standard college.

Group	Certification	Basal Salary
1.	Four-year professional certificate	\$ 60 to \$ 75
2.	Limited training state certificate	55 to 65
3.	Limited training county or examination certificate	50 to 60
4.	Permit	30 to 40

**CLASS E TEACHERS:** Consisting of those who have completed not less than the equivalent of a standard four-year high-school course.

Group	Certification	Basal Salary
1.	Four-year or permanent examination certificate	\$ 55 to \$ 65
2.	Limited training state certificate	50 to 60
3.	Limited training county or two-year examination certificate	45 to 55
4.	Permit	25 to 35

**CLASS F TEACHERS:** Consisting of those who have completed less than the equivalent of a standard four-year high-school course.

Group	Certification	Basal Salary
1.	Four-year or permanent examination certificate	\$ 50 to \$ 60
2.	Two-year examination certificate	40 to 50
3.	Permit	20 to 30

**NOTE 1:** An additional \$2.50 per month may be allowed for attendance after the teacher's previous term has closed for at least six weeks at any college or teacher-training institution approved by the state board of education if the teacher receives at least six quarter-hours' credit; and \$5 may be allowed for attendance for twelve weeks if the teacher receives at least twelve quarter-hours' credit. A teacher who has not taught for at least four months during the preceding year shall not be entitled to the bonus for summer-school attendance, nor will the bonus and the raise in salary due to higher classification be allowed in the same year or for the same attendance.

**NOTE 2:** An additional \$2.50 per month may be allowed for each year of experience for a maximum of eight years for Class B, C, and D teachers. An additional \$2.50 per month may be allowed for each year of experience for a maximum of eight years for Class E teachers holding professional certificates or permits. An additional \$2.50 per month for each year of experience for a maximum of twelve years may be allowed Class E teachers holding examination certificates and for Class F teachers provided that ten years of this experience was completed prior to June 30, 1925, otherwise a maximum of ten years may be allowed. An additional \$5 per month may be allowed for each year of experience for a maximum of eight years for Class A teachers. (A year's experience prior to July 1, 1925, shall be the total number of days the schools were open during any scholastic year, but subsequent to July 1, 1925, not less than eight months shall constitute a year's experience.)

**NOTE 3:** Five dollars per month may be allowed in addition to the above for a teacher who has charge of a one-room school. In fixing the salaries of principals of schools of more than one teacher, \$5 per month may be added for each full-time assistant teacher to a maximum of five.

**NOTE 4:** No fractional parts of years of experience, years or units of credit or other fractions shall be considered in fixing the salary of any teacher.

**NOTE 5:** Boards of education, in fixing salaries, may reduce the salaries herein made if, in their judgment, lack of efficiency on the part of the teacher warrants such action.

**NOTE 6:** A range in the basal salary is given that county boards of education may make allowance for superior training and teaching effectiveness. The basal salary allowed beginners will be fixed at not more than the minimum; about 15 per cent of the best teachers should receive the maximum and the average salaries of all teachers of any group should approximate the mid-point between the minimum and maximum for the group.

It will be observed in the schedule that larger amounts are allowed for teachers having more extensive training, higher grades of certification, and longer experience. The only exception is in the case of teachers of long experience who, though not having much formal training yet because of strong personalities, studious habits

and good native ability, have become excellent teachers. To such, an advantage is given in the schedule because of their long experience.

It will be seen in reading the excerpts from the law, that boards of education are given the right to pay whatever salaries they think proper, but this excess salary must be taken from additional tax levies or other funds than those mentioned in the paragraphs above quoted from the law.

#### Results of the Legislation

During the first year of the operation of the new plan of equalization, the length of the rural elementary-school term was increased 15 days, 58 counties having a term of 150 days or more. During the year ending June 30, 1927, 75 counties had an elementary term of 150 days or more, and 21 days were added to the term during the first two years of the operation of the plan. The reports for the year ending June 30, 1928, are not in, but it is known that the average length of the term has been still further increased and that all counties but four have taken advantage of the state's offer to guarantee an eight-month term.

Any plan that will get the results that this plan has secured for Tennessee would ordinarily be called successful and, in fact, we do not be-

lieve this could well be disputed. That does not mean, however, that the plan is perfect. This would not be claimed by its most ardent advocates. In the first place, it does not absolutely and entirely equalize. Shelby county still has a nine-months' rural-school term with a tax levy of 22 cents, Hamilton, with a levy of 30 cents, and Knox, an eight-months' term with the same tax rate, while counties sharing in the equalizing fund to get an eight-months' term must levy a 50-cent tax.

In the second place, only 15 per cent of the amount paid in teachers' salaries is added for operating expenses. This amount will pay for fuel, janitor service, and other incidental operating expenses. It will not cover the expense of general control such as superintendent's salary, attendance officer's salary, or per diem of the county school-board members, nor will it cover insurance, repairs, or new buildings; these expenses must be provided from other sources. The law guarantees only the salaries of teachers and principals plus 15 per cent for incidental operating expenses. But we feel safe, however, in the statement that few states have made more progress in lengthening and equalizing the term in the same length of time than has Tennessee under this plan.

## How Much Fresh Air Does the School Child Need?

The question which forms the caption of this article is answered in a recent issue of the Journal of the American Medical Association by Mr. Thomas J. Duffield, executive secretary of the New York Ventilating Commission. If Mr. Duffield's assumptions and findings are correct, it is likely that we shall see a vast change in the heating and ventilating methods of American schools. It is also likely that most of the heating and ventilating installations of recent years will be considered rather wasteful in that they provide an excess of fresh air when much less air would be needed.

According to Mr. Duffield, the actual amount of air needed in any schoolroom can be computed readily by taking into account the age of the child, the heat output of his body, the leakage of fresh air into the room, and the temperature of outdoor air so that the equilibrium can be established to keep the air in the room at the temperature most healthful for the pupils. Mr. Duffield writes as follows:

Although credit is generally given to von Pettenkofer for having been the first to point out the fallacy of Lavoisier's theory that the increase in the concentration of carbon dioxide was the cause of the discomfort that one experienced in overcrowded and overheated rooms, it was not until the classic experiments of Hermans that the relative unimportance of changes in the chemical composition of the atmosphere as a result of human occupancy was clearly demonstrated and that emphasis was placed on the importance of the physical factors of temperature and humidity.

It was not until another twenty years had passed and Fluegge and his coworkers of Breslau had published in 1905 the results of their exhaustive studies that the concept of the relative values of the physical and chemical condition of the air was generally accepted even by the closest students of ventilation. Since that date, however, the soundness of this thesis has been demonstrated time and again by groups of workers in England, on the Continent, and in the United States.

During the twenty years since Fluegge's epoch-making experiments, the practice of mechanical ventilation of school buildings has con-

tinued to reflect the influence of the belief in the harmfulness of carbon dioxide, or of "crowd poisons," of which carbon dioxide was accepted as the index.

The fact that an adult normally exhales approximately six tenths of a cubic foot of carbon dioxide an hour, and the supposition that concentrations of this gas greater than 6 parts in 10,000—twice that normally found in outdoor atmosphere (0.0003)—would produce harmful results, gave rise to the following formula for the quantity of fresh air required for each person per hour:

$$\begin{aligned} X \text{ (cu. ft.)} &= 0.6 \\ &\quad 0.0006 - 0.0003 \\ &= 2,000 \end{aligned}$$

In the practice of school ventilation, it was assumed that the pupil did not require as much fresh air as did an adult, and the result has been that mechanical systems of ventilation have generally been designed to furnish 30 cu. ft. of air for each child per minute. A few state laws require slightly less than this amount for pupils in the lower grades, but most regulations do not differentiate between the quantity to be provided for kindergarten pupils and those in high school. Varying the quantity of air according to the temperature does not appear to have been suggested in ventilation legislation.

In the light of the general acceptance of the importance of the physical qualities of air and the rejection of earlier chemical theories, a rational approach to the establishment of scientific standards of air change in classrooms should include consideration of the heat output of the pupils and of the temperature of the incoming air.

One of the functions of any system of heating is to heat air entering the room by infiltration and to compensate for heat losses through walls and ceilings and around doors and windows. In other words, the attempt is made to establish conditions that would exist if the rooms were a calorimeter—that is, to establish the equilibrium between the heat loss and that supplied.

It remains, then, for any system of school ventilation to provide sufficient fresh air at

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# The Legal Authority and Responsibility of Teachers

Ronald R. Shelters, Watervliet, Mich.

Judge Lyon of the supreme court of Wisconsin has well said that "our system of public schools necessarily involves the most delicate relations between parents and children on the one hand and the school authorities on the other, and controversies most frequently arise growing out of the enforcement of school discipline. These usually relate to the control, management, and correction of pupils, and thus are apt to have their origin in wounded parental feelings and are frequently prosecuted with much bitterness."<sup>1</sup>

School-board members and superintendents who have had any experience with damage suits arising from disciplinary cases understand the truth of Judge Lyon's statement and are aware of the disastrous disturbances of school discipline and efficiency which result. A general knowledge of the case law applying to the relations of school authorities is distinctly valuable in the conduct of the schools and is essential to the success of every school executive. In fact, a course in school law is an essential element in the professional preparation of every school superintendent.

## Nature of the Teacher's Authority

In one of the outstanding, oft-quoted cases<sup>2</sup> it has been held that "a schoolmaster is regarded as standing in loco parentis, and has the right to administer in case of misconduct, reasonable and proper punishment to a pupil, having regard to the character of offense, the sex, age, size, and physical strength of the offender; and while he necessarily has a discretion, determined by the facts of the particular case, both as to the character and the degree of the punishment, he is liable for any abuse of his authority if prompted by malice or other improper motive, if unreasonably severe, if inflicted with an improper instrument or if resulting in permanent injury to the pupil."

The teacher stands in loco parentis in regard to all matters pertaining to that particular phase of the child's life which is intrusted to his guidance for development, including the power and duty of correction.<sup>3</sup> The teacher is the substitute for the parent, is charged in part with the performance of his duties, and in the exercise of these delegated duties is invested with his power.<sup>4</sup> His authority thus delegated extends only to what is just, proper, and necessary for the welfare of the pupil under the circumstances. The teacher has no general right to punish for all general offenses; his right is restricted to the limits of his jurisdiction and to his responsibility as a teacher.<sup>5</sup> This fact that the teacher stands in loco parentis has been constantly upheld by the courts in the various states. In the old case of *Lander v. Seaver*,<sup>6</sup> it was ruled that "school teachers stand toward their pupils in loco parentis, and during periods of time that the pupils are under their control, teachers have the same powers, duties, and authority over pupils that parents ordinarily have over their children."

## Right to Enforce Discipline

A teacher is responsible for the discipline of his school, and for the progress, conduct, and deportment of his pupils.<sup>7</sup> It is his duty to maintain good order and to require of the pupils the faithful performance of their duties.<sup>8</sup> To enable him to discharge these duties, he must have the power to enforce prompt obedience to

his lawful commands, for which reason the law gives him the power to inflict corporal punishment,<sup>9</sup> within the limits of his jurisdiction and responsibility.<sup>10</sup>

Rules are necessary for the orderly conduct of the school, but it frequently happens that emergencies arise which require prompt action and for which the rules do not provide a remedy. In such cases the teacher must act, and his action, if reasonable, is valid and binding until the school board directs otherwise.<sup>11</sup> The obligations on the part of pupils of obedience to lawful commands, subordination, civil deportment, respect for the right of other pupils and fidelity to duty are inherent in any proper school system, and constitute, so to speak, the common law of the school.<sup>12</sup> Every pupil is presumed to know this law and is subject to it, whether it has or has not been enacted by the board in the form of written rules and regulations.<sup>13</sup>

## Right to Inflict Punishment

Except in the authority on school management, most of the state school codes are silent on the question of the right of the teacher to administer corporal punishment. However, many school boards have regulations concerning this matter. In general, a few widely quoted cases provide the rules by which school authorities are guided.

It is admitted everywhere that a teacher has a right to inflict reasonable punishment upon a pupil for misconduct, by whipping or otherwise, for the purpose of maintaining the discipline and efficiency of the school.<sup>14</sup> A teacher may, if necessary to enforce obedience and submission to proper rules on the part of the pupil, inflict corporal punishment. In inflicting such punishment, the teacher must exercise sound discretion and judgment and adapt it to the nature of the offense and the character of the offending pupil.<sup>15</sup> In inflicting punishment, a teacher should be guided, as to the mode and the severity of the punishment, by the nature of the offense committed, the previous good or bad conduct of the pupil, and the age, size, sex, and apparent power of endurance of the pupil.<sup>16</sup>

The teacher's right in this respect is restricted to the limits of his jurisdiction. But within these limits a teacher may exact a compliance with all reasonable demands, and may in a kind and reasonable spirit inflict corporal punishment upon a pupil for disobedience.<sup>17</sup> A teacher is not justified, in the exercise of the right of correction, in beating a scholar with whips and kicking and striking him in the face, because he misspelled a word and refuses to try again.<sup>18</sup> Again the teacher has not the authority to inflict corporal punishment on a child in the endeavor to make him take certain subjects, which are required by the school, but forbidden by the parent.<sup>19</sup>

## Limits of Permissible Punishment

The teacher's authority is sanctioned, it seems, practically and judicially, on the same ground as the right of a parent to chastise his child. But this is restricted to the limits of his jurisdiction and responsibility as a teacher.<sup>20</sup> This is due to the fact that while the power of correction as vested in the parents is little liable to abuse due to parental affection, the teacher has no such natural restraint. Again, the pun-

ishment in some states is, by statute, required to be moderate, and a teacher is not allowed to whip a pupil as long as he appears unsubdued.<sup>21</sup> In this case the teacher punished with blows of the hand as long as the pupil appeared unsubdued, giving him 63 blows, and then he added three more blows, after he appeared subdued. The school teacher has the right to inflict moderate corporal punishment<sup>22</sup> in the absence of statute stating otherwise. In the case of *Commonwealth v. Ebert*,<sup>23</sup> the court held that the teacher was justified in using as much force as was necessary to subdue the refractory and to enforce all such rules as he might see fit to adopt for the government and conduct of the school.

A court decision that best illustrates the trend of thought regarding these controversial issues is that of *State v. Pendergrass*,<sup>24</sup> in which the court held that any punishment which may seriously endanger life, limbs or health, or shall disfigure the child, or cause any other permanent injury, may be pronounced in itself immoderate, as not only being unnecessary for, but inconsistent with the purpose for which correction is authorized. Teachers exceed their authority when they cause lasting mischief, but act within the limits of it when they inflict temporary pain.

Within the sphere of his authority the master is the judge of the time when correction is required and of the degree of correction necessary; and like all others intrusted with discretion, he cannot be made penalty responsible for error of judgment, but only for the wickedness of purpose. His judgment must be presumed correct, because he is the judge and also because of the difficulty of obtaining timely advice and assistance.

If a pupil should fight back when the teacher is punishing him for disobedience of a reasonable and lawful command, the teacher will not be liable for assault and battery. This principle is contained in the following decision: "A teacher is not liable to conviction for assault and battery if he uses such force as is necessary in combating the efforts of a large, strong youth to assault him while resisting compliance with a reasonable and necessary command of the teacher, when the previous record and conduct of the pupil have been unusually bad and the wounds inflicted by the teacher are of slight character."<sup>25</sup>

## Extent of Authority of the Teacher

It is generally agreed and accepted that the authority of the teacher does not extend beyond the school premises, except where it can be shown that the conduct of the pupils has a tendency to interfere with the attainment of the legitimate aims of the school.<sup>26</sup> In such cases, the teacher may make and enforce rules relating to conduct after leaving the school grounds. This principle is upheld by the decision of the court in *Lander v. Seaver*<sup>27</sup> in which the court said, "The teacher has power to punish pupils for all acts of the latter which are detrimental to the good order and best interests of the school, whether such acts are committed in school hours or after the pupil has returned home, or while he is engaged in the service of his parents."

Ruling Case Law<sup>28</sup> also supports this attitude in the following paragraph: "School directors and teachers have no concern with the indi-

<sup>1</sup>Trusler, *Essentials of School Law*, State ex rel Burfee v. Burton, 45 Wis. 150, p. 1.

<sup>2</sup>Boyd v. The State, 88 Ala. 169.

<sup>3</sup>Stevens v. Fassett, 27 Maine 266.

<sup>4</sup>State v. Pendergrass, 31 Amer. Dec. 416.

<sup>5</sup>Vanvactor v. State, 113 Ind. 276; 3 Amer. St. Rep. 645.

<sup>6</sup>Lander v. Seaver, Amer. Dec. 76, 156.

<sup>7</sup>Drum v. Miller, 135 N. C. 204.

<sup>8</sup>Dunenhoffer v. State, 69 Ind. 295.

<sup>9</sup>Boyd v. State, 88 Ala. 169.

<sup>10</sup>Vanvactor v. The State, 113 Ind. 276.

<sup>11</sup>Note, 76 Amer. Dec. 165.

<sup>12</sup>Trusler, *Essentials of School Law*, p. 3.

<sup>13</sup>State ex rel Burfee v. Burton.

<sup>14</sup>Notes, 31 Amer. Dec. 419; 24 Amer. Rep. 769.

<sup>15</sup>Sheehan v. Sturges, 53 Conn. 481.

<sup>16</sup>State v. Ward, 1 Kan. Law. J. 370.

<sup>17</sup>Vanvactor v. State, 113 Ind. 276.

<sup>18</sup>Gardner v. State, 4 Ind. 632 (1853).

<sup>19</sup>Morrow v. Wood, 35 Wis. 59 (1874).

<sup>20</sup>Vanvactor v. The State, 113 Ind. 276.

<sup>21</sup>Whitley v. The State, 33 Tex. Crim. Repts. 172.

<sup>22</sup>Kinnaid v. The State, 35 Tex. Crim. Appeals, 276.

<sup>23</sup>Commonwealth v. Ebert, 11 Pa. Dist. Repts. 199.

<sup>24</sup>State v. Pendergrass, 31 Amer. Dec. 416.

<sup>25</sup>Thomason v. State, 43 S. W. 1013.

<sup>26</sup>J. B. Edmonson, *Legal and Constitutional Basis of School System*, p. 91.

<sup>27</sup>Lander v. Seaver, 156 Amer. Dec. 76.

<sup>28</sup>R. C. L. Vol. 24, p. 627.

vidual conduct of the pupils wholly outside of the schoolroom and school grounds and while they are presumed to be under the control of their parents. Generally speaking, when the schoolroom is entered by the pupil, the authority of the parent ceases, and that of the teacher begins; when sent to his home, the authority of the teacher ends, and that of the parent is resumed. On the other hand, it has been held that this authority of a teacher over his pupils is not necessarily limited to the time when the pupils are in the schoolroom, or under the actual control of the teacher. The view has been taken that this authority extends to the enforcement of reasonable rules and requirements even while the pupils are at their homes. The conduct of pupils outside of school hours and school property which directly relates to and affects the management of the school and its efficiency is within the proper regulation of the school authority."

Thus, the teacher, as the agent of the school board, has large authority in matters involving the control of pupils on the school premises and even after school hours.

The schools of Michigan have had only one case<sup>29</sup> involving this issue. In this case Cody was charged with enforcing a rule relating to the conduct of pupils after leaving the school premises. He caused the pupils to go directly home and not stop to buy candy at a store near the school. Mrs. Jones, owner of the store, brought action against Cody. The court held that, "it is not only the legal right, but the moral duty of school authorities to require children to go directly to their homes after school." This decision supports the general principle that

<sup>29</sup>Jones v. Cody, 132 Mich. 13; 93 N. W. 495.

rules necessary to the good management of a school may be made and enforced by school authorities.

The principle of reasonableness of the enforcement of school regulations is emphasized in the decision of Holman v. School Trustees.<sup>30</sup> In this case, a boy 10 years old broke a window-pane in the school building. The act of the boy was not malicious, and the father refused to replace the pane of glass. The teacher, after warning the father, suspended the boy and the board confirmed the act of suspension. But the court ruled that the enforcement of the regulation constituted an unnecessarily severe penalty and was not, therefore, within the reasonable limitations expected by such regulations.

It is quite generally accepted that in the absence of a statute, or a rule of the school board, the teacher has the disciplinary authority granted under the common laws as exemplified in the famous Vermont case of Lander v. Seaver.<sup>31</sup>

The entire matter may be summarized in the statement that the teacher has only those powers which are given her under the state school laws and the common law and such additional powers as are specifically delegated to her by the board of education.

The teacher is allowed to make and enforce reasonable rules and regulations for the conduct and efficiency of her school, but in the long run the reasonableness of the rules and regulations is to be judged in connection with the exercise of such and the circumstances under which the case arises. This judgment will be rendered by the jury and judgment of the higher courts.

<sup>30</sup>Holman v. School Trustees of Avon, 77 Mich. 605.

<sup>31</sup>Lander v. Seaver, 32 Vermont, 114.



MR. GEORGE KING  
Business Manager of the Board of Education,  
Salt Lake City, Utah  
President for 1928-1929 of the National Association of  
Public-School Business Officials

paring my paper to read at the coming town meeting. And such a day! The masculine portion of the family had spent the greater part of the day before shoveling snow to get the car out of the garage and the day of the town meeting ushered in a blizzard. But I went! I wouldn't have missed it for anything.

#### The Annual Meeting

I heard vague little rumors of the coming conflict as we women gathered in a corner of the schoolroom, brushing snow off our clothes, and commenting on the weather. As usual, the talking had all been done beforehand. The old officers were reelected. The meeting jogged along peacefully.

Then the question of the tax rate was open for consideration.

At last my time had arrived. I gained recognition from the moderator and proceeded with my statement of facts. I showed that, whereas the school money had increased \$1,700 in ten years—teachers' salaries and tuition alone had increased \$3,000—the difference was partly offset by abolishing transportation. This did not bring a hardship in our town due to the location of the schools. I had found families being paid \$5 a week for transporting their children when the children had walked all the time. Three families were found to be much nearer schools in the adjoining town, so we had settled that satisfactorily by paying tuition. Abolishing transportation saved \$1,000 a year. We had spent the money to do the greatest good for the greatest number. But most towns couldn't deprive the children of transportation. By careful planning we kept the increase of fuel cost down to 25 per cent over the cost of ten years ago.

I pointed out the fact that the tax assessors had lowered the value of real estate, so the school funds were \$500 less than the previous year. That fact alone accounted for the \$500 deficit.

I recommended that the taxpayers vote \$1.20 for school purposes rather than the usual \$1.

At the close of my report the town clerk rose and said: "You have heard a clear and accurate statement of your school department. I recommend \$1.20 for school purposes." And it was passed without one dissenting vote.

#### Some Lessons

My experience in school matters has taught me the following truths:

(Concluded on Page 128)

## Set a Woman to Catch a Tax

### An Incident in a Vermont Woman's Experience

Since a feminine school director was an innovation in —— town, I naturally received my share, and more, of the criticism which is heaped upon the members of a school board. As clerk of the board, I knew of all the financial transactions. The state of the school treasury and the annual tax rate were largely my concern, I found, because my fellow members did not seem to grasp the relation between the two.

To my mind there is no better financier than a thrifty woman who has to stretch the family income to meet the needs of a growing family. And a thrifty woman member of the school board just stretches her natural job of mothering a little farther and includes the welfare of all the children in town.

Last spring our school department had a deficit of \$500. We hadn't had any frills either; the account represented little besides teachers' salaries, tuition, fuel, and other essential needs. Our town is small and the four schools are located approximately in the four corners. One of them is a two-room school in the village.

I expected some comment, more or less mild, about the school department, but not such a deluge as poured forth when the report was published, and, too, the storm center was not the village store but the Ladies' Aid and wherever the feminine population came together.

I was, of course, indignant, but everything came to me in a roundabout way, so I could not correct it at its source. Then, too, the criticisms were not aimed at me, but at a member whose term of office was about to expire. It was a petty personal feud. However, all criticism of the school department affects all the school officials who direct its affairs.

The approaching town meeting bade fair to rival all others in heated arguments. Forewarned is forearmed, and it seemed to me the

only course was to have some figures to show that there had not been any squandering of the school funds. Of course, the report showed that, but I knew we had not voted enough money for school purposes.

#### What the Reports Showed

I turned to the town report of ten years previous to see how the amount of school taxes compared with the present tax, and I found that the amount of tax levied had increased \$1,700. Then I compared the salaries of the teachers of ten years ago with the present salaries, and learned that they had risen from \$12 a week to \$22, a total increase of \$1,800. I found that the tuition of high-school students had jumped from \$36 a year to \$60, an increase of 66% per cent. Moreover, ten years ago, 10 pupils attended high school from our little town and now 25 were enrolled. Extravagance, indeed! Now I had something to tell.

One criticism that had filtered through to me was the charge for cleaning the schoolhouses. Someone asked why the women of the community didn't clean the schoolhouses and save the expense. I didn't approve of that. I knew from experience that when the church and the grange hall were cleaned; there were only the same few who would appear on the day set for the cleaning. I wasn't going to start anything by telling the townswomen to clean those four schoolhouses.

My husband is one of the big taxpayers and I figured that it cost us just three cents a year for the annual school cleaning. It seemed to me like the homely old saying of "straining at a gnat and swallowing a camel" to pick at the small items and ignore the real cause of the shortage.

Oh, those interesting hours of digging into the old reports, figuring percentages, and pre-

# Salary Schedules in Small Towns

A. J. Huggett, Superintendent of Schools, Orion, Mich.

## Part I. Reasons for a Salary Schedule

During a recent investigation concerning salary schedules in small towns in Michigan, the writer found that the majority of cities of 1,000 to 2,000 population have no written schedules, although they usually profess to have some sort of oral understanding in regard to salaries. Some superintendents expressed themselves as being opposed to a set schedule as they felt that they could secure better talent at a cheaper figure without a schedule than with one. It has always seemed to the writer that this attitude is wrong. True, there may be a certain small economy effected in this manner, but it is doubtful if after all it amounts to very much.

The big fault with getting along without a salary schedule lies in the prevalence of "bargaining." Everyone who has ever been in small school systems has seen teachers of only moderate ability force their salaries higher than excellent teachers, through their ability to haggle. Oftentimes, also, these teachers have friends on the board of education, or influential connections, who help them attain higher wages than they would otherwise obtain. This sort of system seems all wrong. Salaries should be determined by ability to teach, not by ability to bargain. Yet, it is almost impossible to conduct a school system, large or small, without improper influences, unless some definite system of determining pay is in use.

One of the big aims of the salary schedule is to hold superior teachers through a term of years. It is doubtful if this can be done for long without a schedule, in the case of the really outstanding teacher. By allowing the superior teacher to reach the maximum salary in as few years as possible, this teacher can probably be held longer by means of a salary schedule than without one. Certainly she will be more content if she is assured of automatic raises for a term of years. Without a schedule she is sure of nothing. So it would seem that better results can be secured with a salary schedule than without one.

## Types of Schedules

After the school board in a small town has decided to adopt the principle of paying its teachers according to a definite salary schedule, it finds itself confronted with the necessity of deciding what sort of schedule it shall adopt. There are four types of schedules which can be adopted. These are as follows: (1) The position-automatic salary schedule; (2) the preparation-automatic schedule; (3) the position-merit schedule; (4) the preparation-merit schedule. Each of these has its strong and its weak points.

The position-automatic salary schedule calls for a definite basal rate for a certain position, to which are added definite increments from year to year as experience is gained. This is by far the most common type. Its advantages are that it is easy to administer, and no ratings are involved, except in cases of teachers who are almost absolute failures. It does away with bickerings and most dissatisfaction because each teacher knows just what to expect under the system. Its disadvantages are that there is no regard for especially meritorious work, and there is no incentive to do an especially good grade of work. Under this system a teacher can do mediocre work and still drift along from year to year and receive just as high a salary as the efficient instructor.

The preparation-automatic schedule, sometimes called the "single-salary schedule," recognizes that it is just as important to have efficient teaching in the kindergarten or first grade as it is in the high school. Pay is determined not

by the position held, but by the amount of training, to which, of course, is added experience. A teacher having a degree, who is teaching the second grade, receives the same salary as the teacher of like experience who is teaching high-school science. The advantage of this system is that recognition is given to the fact that all departments of the school are equally important, and that it is not harder to teach in high school than in the grades. Its disadvantages are much the same as those of the position-automatic schedule. Preparation does not always insure merit, and the teacher with the M.A. degree is often not as good as the one with the life certificate. Yet, pay increases are automatic and depend not at all on meritorious work.

Both the position-merit type of schedule and the preparation-merit type are composite forms of the previous two types. In each case remuneration is given for especially meritorious work. Sometimes there are no automatic increases, but usually the increases are given for two or three years, and after that further higher salaries depend upon merit alone. Sometimes, also, automatic increments are added for a long term of years, with additional increments to the meritorious. The advantages of these systems are that merit is recognized, and that there is less tendency to slump down and make no further effort to improve. The disadvantage lies in the difficulty of determining which teachers really are outstanding and worthy of the additional pay. This is usually determined by means of teacher ratings, which are admitted to be more or less unreliable always, and especially so when only one person, the superintendent, in a small community, is making the ratings.

It is doubtful if either of the kinds of salary schedules last mentioned are to be advised for the small town. The average small-town school executive often is not prepared to make ratings, and a rating by one person, even an expert, is often wrong. It is commonly agreed that ratings should be checked by several people, if they are to mean anything at all. Then, too, in small school systems endless jealousy and bickering would be caused by a plan which required that raises be given according to merit ratings. The writer believes that the superintendent who attempts this sort of schedule will find himself in endless trouble.

The preparation-automatic type of schedule is not to be considered seriously in the case of the village. It is rare indeed that an application is received, in these communities, for an elementary-grade position from a teacher possessing qualifications which would enable her to teach in high school. Then, too, considerable education of the board of education and of the community would be required before a system of this sort would be possible.

About all that remains for the small community, therefore, is the position-automatic type of schedule. This plan has very definite faults, as has been previously mentioned, but even so, it is at least a step in the right direction.

## Determination of Salaries

There are at least three methods which can be used to fix the actual schedule. The first of these is to base the schedule upon the cost of living. This method has been very popular with labor unions and kindred organizations. Its disadvantage lies in the varying standards of living which prevail. Doubtless, a teacher could exist on a dollar a day as does the Mexican and Chinese laborer. She could not, however, live in the manner in which she has been accustomed to live. Standards of living vary, and this makes any method which takes absolute living costs into account difficult to apply. It is always

helpful, however, to at least check any teacher's salary schedule with local living costs so that the teacher may be allowed enough for decent incidentals, self-advancement, and something for savings. This should, of course, be figured on a yearly basis, as the teacher should not be obliged to take up some other occupation in the summer, when she should be devoting her time to rest or advanced study.

Another method is to apply Moore's law of wages.<sup>1</sup> Briefly, this method is to find what unskilled labor is receiving in a locality, and to multiply the base rate so obtained by a factor which represents the teacher's preparation and the social value of her services. In practice, the writer has found that salaries worked out by this method are far higher than are being paid, and in fact are higher than any which may be hoped for in small towns. However, the method would doubtless apply successfully to larger communities.

After all, teachers' salaries are quite largely determined by the ordinary economic laws of supply and demand and by custom—by what other towns of the same size are paying. This suggests the third method of fixing salaries, which is to find out what other communities are paying in like situations and to make out the local schedule accordingly. This method was used by the writer recently in working out a new schedule for Orion, Michigan, and the first and second methods were used for checking results.

The application of the method of determining the amounts to be paid under the schedule, as well as the plan for the annual increments, may be of interest to school boards as a practical illustration of the application of principles just discussed.

Inquiries were sent to all towns in Michigan of the population range of 1,000 to 2,000. From forty towns which responded it was learned:

1. Practically none has a salary schedule.
2. The minimum grade salary average is \$1,062, the maximum \$1,320, and the median \$1,165. The usual increase for grade teachers is \$50.
3. The minimum high-school salary averages \$1,320, the maximum \$1,817, and the median \$1,519. The usual increase is \$50.
4. The school tax averages \$17.56 per \$1,000 of assessed valuation, according to the returns. The total tax is \$37.58, and the average assessed valuation is \$1,728,575.

As a means of learning local living costs, each of the teachers in Orion schools was asked to record the cost of board, room, laundry, clothes, other necessary personal expenses, expenses of recreation, expenditures for recreation, expenditures for what might be termed "unnecessary expense," self-improvement (books, institute, etc.), annual savings, annual surplus or deficit.

A summary of the teachers' reports revealed the following conditions:

Teachers	Expense of Teachers for School Year of Ten Months				
	Av. Cost for Board and Room	All Necessities	All Advances	necessary Expense	Surplus
Elementary . . .	\$412.50	\$924.25	\$ 71.25	\$433.75	\$200.00
High School . . .	402.00	808.30	487.50	101.86	440.00
Special . . .	350.00	805.00	90.00	75.00	382.50

The preceding figures indicate the average monthly expense incurred by the teachers if the decimal point is placed one place to the left. The column headed "surplus" indicates what each teacher had to live on during the summer vacation. One elementary teacher reported a deficit of \$12 for the ten months during which she taught.

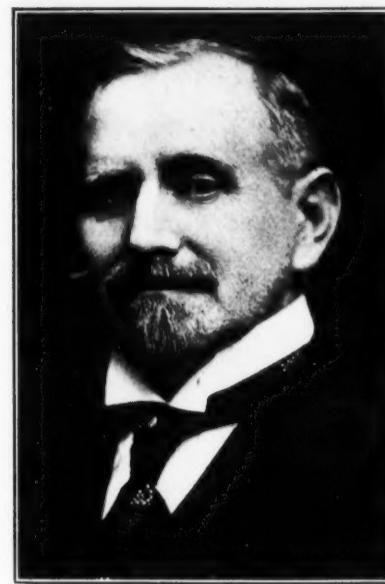
<sup>1</sup>Laws of Wages, by Henry L. Moore (Macmillan, N. Y.).

Assuming that teachers pay as much for bare necessities during the summer as during the rest of the year, and employing the above facts as a basis for judgment, it is clear that the elementary teacher needs at least \$200 to meet her absolute summer expenses. She will have nothing then for recreation, for summer school, or for travel, factors which contribute very much to her professional growth. Undoubtedly this explains why so few elementary teachers can and do attend summer school. In order to verify our figures concerning the cost of living of teachers, a comparison was made of the living costs of teachers throughout the state as reported in a bulletin of the Michigan State Teachers' Association for the year 1926-27. These figures indicated that the cost of board, room, and laundry for 52 weeks in villages ranging between 1,000 and 2,000 population ranges from \$400 in three towns to \$550 in one town. Each was lower than Orion, which amounted to \$572. With these figures at our command and with the published averages of teachers' salaries in Michigan (Bulletin No. 5, M. S. T. A.), we proceeded to construct a salary schedule.

#### Constructing the Schedule

The village of Orion has an assessed valuation of nearly \$3,000,000, which is considerably higher than the average towns of its class. On the other hand, Orion has a new school building which has caused an increase in the tax rate from \$9 to \$14 per thousand, with a possibility that a further increase will be necessary on account of the high operating cost of the school plant. With these facts in mind, the school board did not feel that it could afford to pay a salary much higher than the average. In fact, the school authorities felt that the community would probably not accept an increase in taxes for teachers' salaries on top of the increased tax due to the new building.

The situation was complicated by the fact that the cost of living is higher in Orion than in the average small town due to the proximity to Detroit. Salaries higher than the average were considered necessary. The salary schedule which follows will make its several provisions clear.



DR. GEORGE MELCHER  
Superintendent of Schools, Kansas City, Mo.  
(See Page 104)

#### ORION PUBLIC-SCHOOL TEACHERS SALARY SCHEDULE

(Passed by the Board of Education on March 2, 1927.)

##### Eligibility

*Elementary Teachers:* To be eligible to appointment, a teacher must be a graduate of a four-year high school, or its equivalent, and a Michigan state normal school or its equivalent.

*High-School Teachers:* To be eligible to appointment, a teacher must be a graduate of a four-year high school or its equivalent, and a four-year college or university course in which he or she has received credits in not less than 15 hours of education; except teachers of commercial, manual arts, home economics, music, art, and physical education subjects, who must be graduates of approved professional schools.

Teachers who do not have degrees but are graduates of normal schools, may be hired for seventh- and eighth-grade work, however.

The board of education expressly reserves the right to consider exceptional cases not plainly covered by the rules.

(Concluded on Page 133)

**9. University High School.** The proper authorities of any town, village, or city, the whole or a portion of which is not within a free-high-school district, may authorize residents of such town, village or city who do not live within a free-high-school district to attend the high school maintained by the University of Wisconsin. The tuition shall be the same as required of other students.

**10. Tuition at University High School.** The clerk of the town, city, or village shall file with the bursar of the university a copy of the resolution authorizing attendance at the university high school, and the bursar shall on or before the first day of July of each year make a sworn statement to the clerk of such town, city, or village showing the amount of tuition due as required by subsection 4 of this section. Upon receipt of such statement taxes shall be levied for payment of the tuition, and the tuition shall be paid the university in the same manner as taxes are levied and moneys paid for tuition for attendance at free high schools. Nothing in subsections 9 and 10 shall be construed to require the university to admit persons to the high school, and it shall be the sole judge of its capacity for seating and instruction and the qualifications of the applicant for admission.

**11. Tuition.** Such tuition shall be determined by dividing the total salaries paid the teacher, and principals, and the cost of high-school textbooks, supplies used in high-school instruction, manual training, and domestic science by the total enrollment for the year, but not to exceed the sum of \$3 per pupil per week, nor be less than \$2 per pupil per week. The clerk or secretary of any school board making the sworn statement concerning tuitions claimed, shall, when requested to do so by the town, city, or village to which such statement is sent, furnish a sworn statement in detail of the salaries paid teachers and principals and the total enrollment for the year.

**40.535 Tuition in Twelve Grade Schools.** (1) The school board or board of education of any city maintaining a graded system of schools of at least twelve grades, but no free high school, the four upper grades of which contain substantially the same amount of work as adopted and offered in free high schools established under section 40.62, the board of any district maintaining a free high school, and the board of any state graded school offering an approved course of instruction in the ninth and tenth grades shall be entitled to charge nonresident pupils as tuition an amount to be determined by or agreed upon by one of the methods provided in subsection 2.

**2.** Such tuition shall be determined by dividing the total salaries paid the teachers and principals and the high-school cost of textbooks, supplies used in high-school instruction, manual training, and domestic science by the total enrollment for the year, but not to exceed the sum of \$3 per pupil per week, nor to be less than \$2 per pupil per week.

**3.** The clerk or secretary of any school board or board of education making the sworn statement concerning tuitions as required by section 40.47, shall, when requested to do so by the town, city, or village to whom such statement is sent, furnish a sworn statement in detail of the salaries paid teachers and principals and the total enrollment for the year.

The per-capita cost of instruction in the La Crosse schools, as based on the state school laws just quoted, covering instruction, books, and supplies, is \$50 per year for grades one to eight inclusive, and \$100 for grades nine to twelve inclusive. The method of collecting tuition is the result of ten years or more of the careful, combined study of the superintendent, of the business manager, of the principals, of the truant officer, and of the clerical forces in the school headquarters.

The necessity for an adequate plan of collecting tuition arose from the constant efforts on the part of parents and relatives of students, town and village school officials, and students themselves, to avoid the payment of tuition levied by the La Crosse school board. It has frequently happened that residents of the city have taken in the children of relatives or friends for the purpose of sending them to the city schools and of avoiding the payment of tuition. These people do not seem to realize that considerable injustice is done to the school district and that considerable sums are collected each year in the form of tuition, which assist materially on the credit side of the annual school budget.

It is interesting to watch the efforts of parents, relatives, and students to avoid the pay-

(Continued on Page 128)

## Collecting Tuition from Non-Resident Pupils<sup>1</sup>

George Howe, Business Manager of the Board of Education, La Crosse, Wis.

The plan of levying tuition charges and of collecting them in the city of La Crosse has been developed from long experience. The tuition charges levied by the school board are governed by the following sections of the Wisconsin school law:

**40.47 High Schools: Admittance: Tuition.** (1) Course of Study. The high-school board shall determine, with the advice and consent of the state superintendent, the course of study and the minimum standard of qualifications for admission.

**2. Entrance Requirement.** A certificate or common-school diploma issued by the county superintendent that the holder thereof has completed the course of study provided by the state superintendent for the common schools, shall be evidence of the completion of the course of study required by this section. Such certificate or diploma, or a certified copy thereof, shall be filed with the school-district clerk upon admission of the holder to the high school, and shall be attached to the claim for tuition.

**3. Nonresidents.** The board shall admit to the high school, when facilities will warrant, any person of school age who resides in the state, but not within any high-school district, and who shall have complied with the entrance requirements of subsection 2. Nonresidents so admitted shall be entitled to the same privileges and be subject to the same rules and regulations as resident pupils.

**4. Tuition.** Every high school shall be free to all persons of school age resident in the district. The board may charge a tuition for each nonresident pupil, and this provision for tuition shall be

**5. Claim for Tuition.** Before July in each year, the high-school clerk shall file with the clerk of each municipality from which any tuition pupil was admitted, a verified claim against the municipality setting forth the residence, name, age, date of entrance, and the number of months' attendance, during the preceding school year, of each person admitted from such municipality, the amount of tuition which the district is entitled for each pupil, and the aggregate sum for tuition due the district from the municipality.

**6. Tuition Tax.** The municipal clerk shall enter upon the next tax roll such sums as may be due for such tuition from his municipality, and the amount so entered shall be collected when and as other taxes are collected, and shall be paid to the treasurer of the high-school district. If a portion of such municipality forms a part of a high-school district, the taxable property in the portion shall be exempt from such tuition tax.

**7. State Graded School: Nonresident Tuition.** The school board of any district which maintains grades above the eighth shall admit nonresident pupils of school age to these grades whenever the facilities will warrant; provided, such pupils shall satisfy the conditions of subsection 2. The school board shall fix the tuition of said nonresident pupils. And such tuition shall be collected and paid in the same manner as tuition is collected by and paid to high-school districts for the attendance of nonresident pupils.

**8. Condition of Tuition.** No district shall collect tuition unless the work done in said grades shall have been up to the required standard.

<sup>1</sup>Abstract of an address before the National Association of School Business Officials, June 5, 1928.

# The Status of the Iowa Uniform Accounting System

Emmet L. Morris, Superintendent of Schools, Marquette, Iowa

Less than two years ago, one of the farsighted and progressive officials of the state of Iowa recognized the need for a more adequate and complete school accounting and budgeting system to be carried out on a uniform plan in the small towns and rural districts. This man was Hon. Ernest L. Hogue, director of the budget for Iowa. Acting on his convictions and observations, Mr. Hogue set into play all available means of survey and research, to evolve a simple, and yet, comprehensive and effective system of accounting and budgeting.

In the course of the preliminary study, groups of school people in Iowa and in other states were consulted so that, not only the best theory, but also the widest experience of schoolmen might be taken into account. When the work was done, Mr. Hogue did not say, "Here is a new school accounting system—take it and use it." Instead he said, "We believe we have something useful and we invite you to use it. If it is found useful, we shall be pleased, for it is our aim to help Iowa school districts in these problems."

And so it came, that the initial tryout of the Iowa uniform school-accounting system was successful, and that the system has come to stay. While it was inaugurated only somewhat more than a year and a half ago, it is estimated that the plan is now in use in more than 40 per cent of the school districts of the state, who have adopted it of their own volition. Later, it is expected, the state departments engaged in the administration and supervision of schoolwork will join in requiring the system to be used in state-wide uniformity. At present, the system is receiving growing acceptance upon its merits.

The larger and most of the medium-size cities of Iowa have adequate budgeting and accounting systems and need no help or direction from the state. The state system has been devised to meet the needs of the smaller and medium-size schools, where experienced accountants are not employed, and where a farmer or a local merchant acts as secretary of the board and keeps the books for the school district as a part of his regular duties.

## How the Accounting System was Devised

Through research and survey, two pertinent factors have been brought together in the school-accounting system of Iowa: (1) The proposals of the theoretical educator and of the expert school accountant have been joined with, (2) the facts obtained from the men and women who actually keep the books in the local school districts. The success of the system is based on the careful blending of these two important factors. The complicated and technical requirements of the educator and of the accountant have been accepted and simplified, and restated in understandable language; the ridiculously simple forms which some laymen secretaries have insisted upon using have been considered basic for the development of the final forms. The system as it is arranged has "just enough of what is needed mixed with just enough of what is wanted."

Two school funds exist by law in Iowa—the "general school fund," and the "schoolhouse fund," each of which explains itself in its legal name. Any overlapping or transfer of these main funds or any separate appropriation of funds can be handled by local school authorities only with the consent of the state budget director. Within each of the two legal funds, however, any distribution desired by the local school authorities can be made. The Iowa uniform school-accounting system provides the guide for such transfers within the two major funds.

## What the System Comprises

The state uniform school-accounting system is made up of ten specific forms, only eight of which need be used at all times. The other two are used as the occasion arises. Four forms are for expenditures, one is for receipts, one is for the summary and recapitulation, one is for the distributive-warrant form, one is for the bond register, one is the bond file and record, and one is the internal-budget form. Nonofficial sheets for recording the school inventory, another form for the tuition record, and a third form for the minutes of meetings, etc., are made to fit the 14 by 17-in. binder, which holds the major forms just described, so that the entire financial records of the school district can be kept under one cover by the secretary.

The treasurer and secretary use exactly the same books. The sheets are all unit sheets, that is, they are the same on both sides. Vouchers are not used. There are no folio nor code numbers, nor confusing masses of detail in the system. The ruled ledger sheets and the classification of accounts are nothing unusual, except that they fit the Iowa school needs exactly, and are in accord with the recommendations of the United States Commissioner of Education and of the National Education Association.

The two outstanding elements of the Iowa system are the "distributive-warrant form" and the "internal-budget sheet." The warrant provides for the distribution of main accounts and carries spaces for the enumeration of the subsections of each main account, so that a payment covering several items can be properly distributed on the warrant and on the stub, which carries a duplicate copy of the distribution. The warrant is issued by the secretary and transmitted to the treasurer for payment. It is purely a mechanical task for the treasurer to record the warrant according to the distribution which the secretary has made, and to pay it. The initiative for the bulk of the technical distributions, of course, is taken by the superintendent who helps the secretary. The state budget director has approved both a warrant form with duplicate stub, and an interleaf-warrant arrangement using carbon paper, and local secretaries may use the type they prefer.

Under this plan, it may be seen, no vouchers are necessary, and the work of the secretary and of the treasurer is reduced to a minimum. The books of the secretary and of the treasurer must always check correctly. If a warrant is not distributed correctly, the treasurer refuses to pay it, and it is returned to the secretary for correction. If the treasurer doubts the secretary's distribution in any case, he can pay the warrant but hold it unrecorded, until he confers with the secretary concerning it. When the secretary and the treasurer are called upon for reports, the books are exactly alike and identical reports may be expected. These identical reports are a great help to districts because the system absolutely requires the uniform distribution of the funds received and of the payment made, so that the secretary and treasurer are compelled to keep their accounts in actual accord. Finally, it is impossible to have the auditors say, as they do in many small districts, "Well, the banks are usually right and scarcely ever make a mistake, so we will accept the treasurer's report and direct the secretary to doctor up his account so it matches." With the Iowa plan, it is impossible to go astray, as between the accounts of the secretary and treasurer.

## The Internal-Budget Form

The internal-budget form which is, in a sense, the initial form and in truth final official form

of the system, is the very heart and center of the accounting system. On this form, the secretary summarizes concisely, but completely, the financial history of the school district for each year, and at the same time space is provided in parallel columns for the estimates on each item of expenditure for the ensuing year. The left-hand column carries the actual expenditures of the year which has just come to a close and the right-hand column carries the estimated expenditures for the coming year. The estimates are made by the secretary and the superintendent working together, sometimes with the help of the finance committee of the school board. Quite naturally the estimates for each ensuing year are made in the light of the actual figures recorded for the year just closed, taking into consideration the changes which are foreseen.

The procedure of making the budget estimates is simple: Tentative copies of the estimated expenditures are prepared by the officials just mentioned and are submitted to members of the board of education for consideration previous to a meeting called annually to consider the budget. At this meeting, such changes as are desired by the board are made and the revised budget is adopted. Then the legal procedure of a public hearing, at which public objections are heard, is followed through. After the hearing, the school board certifies a copy of the final, accepted budget under the two legal funds—the "general school fund" and the "schoolhouse fund"—to the county auditor. The auditor in turn checks the budget and figures the millage which is to be levied on the taxable value of the district, and forwards a copy to the state budget director for checking, recording, and filing.

## Further Uses of the Budget

The "internal budget," as the school board's estimate is designated, considers balances. Proposed expenditures are totaled first. Then expected revenue, except the tax levy, is totaled. It is easy to see that the difference between the estimated total revenue receipts (except the tax levy) subtracted from the total proposed expenditures will leave precisely the amount of the tax to be levied, if the balance on hand is to be left the same. If the balance is to be cut down, then the levy for taxes can be cut down as much as the school board will want the balance to be cut down at the end of the estimating period. If the board feels the need of a higher balance, then the levy must be increased accordingly.

This all presents a clear financial picture for the board of education to study. Interested and influential citizens in the community many times want to see copies of the budget estimates. Any part of the budget is open by law at any time for examination or publication. Frank publicity of the budget is one way to protect and substantiate claims for increased or decreased taxes, as the case might be, for publicity of budget details tells the story to the public where generalizations fail.

The form for the internal budget is of additional use because, in school systems where several school buildings are maintained, a separate sheet can be kept to check the items of expense for each of the schools. When such separate sheets are prepared, the general administrative items are omitted from all but a main sheet which contains a summary of the sheets for all buildings and gives the total for the city. This plan permits a check on the cost of each school through the internal budget, that could perhaps be made in no other way. This use of the form is, however, optional.

**The System Saves Time**

The other accounting forms in the Iowa system, while they are important, have no especial distinguishing features which deserve description. The two forms just described involve the new methods which the state has adopted to effect a comprehensive and efficient system of school accounts, simple enough so that the local butcher, grocer, or stock buyer who acts in the capacity of secretary of the board of education, can use it with the least loss of time but the greatest accuracy.

Experiments have been made in the school system of various sizes to test the time element involved in keeping books under the new system. The findings have been satisfactory, showing that a considerable time saving is made. In each case, the accounts were complete and accurate, and comparable with other school districts.

In several instances, the tests were made by setting up complete sets of books from the secretaries' stubs as distributed, or from the warrants carrying the distribution that the secretary had made during an entire fiscal year. Multiple copies of the internal-budget form for distribution to the members of the board of education were made up, having both actual and estimated columns filled on this form.

One set of books for a school district spending a little more than \$23,000 per year, was completely rewritten in six hours and forty minutes. It took fifteen hours to set up the books for a school district that spent more than \$70,000 last year. A little less than five hours was required to prepare the books for a school which used \$12,500 last year. The foregoing experiments and similar additional tryouts prove very clearly the economy and simplicity of the system.

**Valuable Comparisons Possible**

The advantages of comparisons from year to year, as well as the possibility of comparisons between school districts of similar size, is best indicated by the actual internal-budget blank worked out by a school district in Iowa. The column of actual expenditures for 1926-27 alone is used in the present reprint and the "estimate" column has been omitted to avoid confusion. This table shows the distribution of ledger figures for a school district which spent \$18,845 in 1926-27 and indicates the total cost of each type of service, and the totals of the main accounts, also the unit cost per pupil.

Some school accountants and school-administration experts may put forward the criticism that types of school services differ so much between schools, and from year to year, that absolute, positive comparisons in identical terms cannot be made. This criticism is well founded. No positive comparison can be made between two years in the same school, or between different school districts, because conditions always change. In spite of this fact, much light can be thrown on the educational-financial problem by a clear-cut, uniform system like the Iowa system. Weak spots are discovered better by this method than by the prevailing practice of generalized guessing engaged in by those who are not expert nor even conversant with financial problems. Iowa does not claim to have a perfect basis for comparison, yet she does claim to have vastly improved the basis for comparisons.

An examination of many budget reports indicates that unit costs for school systems within a rather broad range of average daily attendance are very much the same. The report here given is from a school with an average daily attendance of 230. The total unit cost, and many of the specific unit costs, remain much the same in school districts having an average daily attendance of from 200 up to 260 pupils. Hence, generalized comparisons, which can be of great aid as between districts, are possible.

As the uniform school-accounting system works out in Iowa, it is believed that greater advantages will present themselves within local school systems, and also as between school districts themselves.

**INTERNAL BUDGET FOR SCHOOLS<sup>1</sup>**

Date.....	District.....	County.....	
Name of President of Board.....	Secretary.....		
<b>EXPENDITURES</b>			
	<b>General Fund</b>		
	Administration	Unit Cost Per Pupil	Actual 1926-27
1. Secretary's salary .....	\$ .33	\$75.00	
2. Secretary and all board supplies..	.31	70.39	
3. Supt. office supplies and postage.	.24	55.89	
4. Telephone and telegraph.....	.25	57.13	
5. All clerical service.....	.....	.....	
	Total Administration	1.14	\$264.71
	<b>Instruction</b>		
1. Male teachers' salaries.....	15.37	\$3,535.00	
2. Female teachers' salaries.....	27.46	6,315.00	
3. All instruction supplies.....	6.26	288.64	
4. Supplementary and library books	.37	86.18	
5. Commencements, exhibits, etc....	.16	37.25	
6. Free textbooks .....	.....	.....	
	Total Instruction	44.62	\$10,262.07
	<b>Operation</b>		
1. Janitor salary and extra labor...	3.57	\$820.00	
2. Janitor supplies .....	1.34	308.18	
3. Fuel .....	2.91	670.75	
4. Light and power.....	.74	171.82	
5. Water .....	.24	56.77	
6. Freight, express, and drayage....	.09	.....	
	Total Operation	8.91	\$2,049.49
	<b>Maintenance</b>		
1. Repair of buildings.....	.64	\$149.16	
2. Upkeep of grounds.....	.13	32.00	
3. Repair and replacement of furniture .....	.....	.....	
4. Repair and replacement of service systems .....	.18	43.95	
	Total Maintenance	1.09	252.11
	<b>Coordinate and Auxiliary Activities</b>		
1. Medical and dental inspection....	.....	.....	
2. Athletics and forenics .....	.09	22.16	
3. Books and supplies for resale...	.....	.....	
4. Garden, playground, etc.....	.....	.....	
5. Carnival expense to school.....	.01	2.23	
6. a) Drivers' salaries .....	.....	.....	
b) Other expense .....	.....	.....	
c) Total transportation .....	.....	.....	
	Total Coordinate and Auxiliary	.10	\$24.39
	<b>Fixed Charges</b>		
1. Rents .....	.....	.....	
2. Insurance, 1 policy for 3 years (\$516.66) .....	2.28	\$ 526.66	
3. Outstanding warrant and interest	.18	4,240.00	
	Total Fixed Charges	20.72	\$4,766.66
	<b>Capital Outlay</b>		
1. Alteration of old buildings.....	2.83	\$650.00	
2. New heating, lighting, plumbing.	.02	5.00	
3. New furniture .....	.12	28.83	
4. New instruction apparatus and equipment .....	1.87	431.50	
5. .....	.48	110.84	
	Total Capital Outlay	5.83	\$1,226.17
	Reserved for unforeseen expenditures		
	Grand Total of Expenditures.....	\$81.93	\$18,845.60

<sup>1</sup>These figures are in reality a summary of the annual expenditures of this district. The official form provides an additional column at the right for setting down the budget estimates. The secretary, the superintendent, and the board have constantly before them all increases and decreases.

**ELECTING SUPERINTENDENTS BY POPULAR VOTE**

In Louisiana, the question of electing the county superintendent by popular vote has arisen. As a rule, the schoolmen of the state are opposed to this method of choosing the professional leaders in the educational system.

"It is generally conceded by both school and business men," says Superintendent E. S. Richardson of Minden, La., "that the most efficient superintendents are the professionally minded rather than the politically minded. The same holds true as a matter of fact in all other professions. The most skilled physicians, the most useful ministers, and the most scientific architects avoid getting into partisan politics. High-class, professionally trained schoolmen are not exceptions to this rule. They shrink from political campaigns."

Superintendent Chamberlain adds: "If superintendents were elected by the people there would be a great temptation to spend public money to buy indirectly political influence that would help him to be elected or perpetuate him in office. He would be tempted to buy school furniture, fire insurance, automobiles, floor oils, etc., not from the concern that would give him the best price and quality, but from the concern that would deliver him the greatest number of votes on election day. The politically inclined superintendent in a system of this kind would have an excellent opportunity to build for himself with public funds the most powerful school ring in the parish. This ring could be used to great political advantage in the election of all parish officers from constable to sheriff and would even perhaps be very valuable in a statewide campaign. In fact, it could be made a great asset to a politically minded superintendent.

"Finally, I wish to say that the office of parish (county) superintendent in my judgment is necessarily a professional position and should not be politicalized and should never be subjected to a heated political contest. I think our present method of representative form of school government is sound and serves the best interest of the public schools."



SUPT. WM. J. BOGAN OF CHICAGO RECEIVING THE CONGRATULATIONS OF THE OFFICE FORCE OF THE BOARD OF EDUCATION. (See Chicago Correspondence.)

# The Principal Examines His Work

Payne Templeton

A certain high school in the forested hills of the far west has the reputation of being a rather live institution. It likes to consider itself up-to-date, probably a little ahead of date, like the new issues of a popular magazine. The institution seems to radiate the impression of progress and activity. No stereotyped curriculum or old-fashioned teaching methods go there. No sir! The principal is considered, and privately considers himself to be, a live wire, an ardent devotee at the shrine of the latest in education. He is also a bit of a driver, though he would resent the charge.

It was a March day after an unusually hard, snowy winter. One of the older teachers came into the office, one who had weathered many a teaching year, and was not at all abashed in the presence of the chief executive.

"We are having a fine year," casually and hopefully remarked the principal. "We are accomplishing lots, don't you think?"

"Yes," the answer was slow because the teacher was taking a chance. "But aren't we driving along just a little too fast?"

The question astonished the principal for the moment. The first impulse was to make a retort in defense of hurt feelings, but he checked himself. The teacher, knowing well that she had struck home, turned to leave, remarking as she went: "Let me make this suggestion: Some of these days just take a little time off and observe for yourself how dragged-out all the teachers look."

The seed fell on unfriendly but rather fertile soil. Mr. Principal devoted some time the next week to do as suggested. He did not promote any new idea for several days, but spent part of his time in quiet observation. There was no doubt of it, his teachers *did* look worn out, dragged, nervous, without ambition. How could that be? Shouldn't their work be an ever-fresh source of inspiration? But as he thought it over a little more, the reason seemed a bit more evident. To help in framing a conclusion, he collected all the instructions, oral, mimeographed and otherwise, he had given his teachers during the preceding six months. And this is the way he recalled or read, in substance:

First, there were the classroom demands. From the very first day the teacher had been warned that excellence of classwork was to be the important thing. No matter what outside demands there might be, the classes must be kept at an efficient level.

"In every course there is the textbook and the course of study. But the teacher is not to be confined to these—not at all, in these days of 1928. The curriculum is as wide as life itself. The text is to be used, but as a guide. Every classroom in social science, language, and literature should be a laboratory abounding with reference books. Nor are books enough; there are to be charts, maps, stereographs. The school possesses a lantern and a motion-picture machine which are valueless unless used. Then there are the out-of-school experiences of both pupils and teacher, which must be applied to the class-work. . . ."

"The curriculum must not be allowed to grow stale, not in an ever-developing world like this one. Teachers are to be continually critical of it, and ready to make revisions. . . ."

"We must socialize the curriculum. Subjects or subject matter should not be retained merely because they are supposed to give cultural or disciplinary training. Every bit of material must have demonstrable justification, must lead somewhere. It must tie up with life. Through our curriculum we must project our school into life, and bring life into the school. . . ."

"Teachers! Objectives are necessary, if we are to know where we are going. Let us remember the 'sacred seven,' in the general direction of which all our teaching is supposed to lead. You will be given a chart on which you are to show how your subject connects with each of the ultimate objectives of education. But these far-away aims are not sufficiently tangible for our daily work. Each teacher is to have intermediate objectives and daily teaching aims. To help in framing these, it will be helpful to consult the books by men like Bobbitt and Charters, upstairs in the professional library. . . ."

"What about teaching methods? Verily, revolution is seething there. The modern high-school instructor must not teach as she was taught in high school and college. The 1928 viewpoint is entirely different. The up-to-date minute teacher must understand and assimilate the viewpoints in recent books on high-school teaching methods." (Here the principal read a formidable list of titles which he had recommended.)

"The daily recitation is one of the educational sins of the centuries, and is to be used sparingly. A large percentage of the class period should not be devoted to oral testing. The question-and-answer type of test is ordinarily to be used to draw out opinion and to help students in forming conclusions on the basis of known facts.

"Organize your work into large units, that are challenging and both logical and psychological. But if you have organized a unit and have had copies written out in the form of 'contracts' for each pupil, don't hide behind the contracts. The use of the contract, or challenge, does not excuse the teacher from hard work. If anything, she is to use more energy and skill than the ordinary amount. If possible, make the unit a problem or project; but by all means make it purposeful. . . ."

"Get your classroom socialized as much as possible. Keep the lines of activity running horizontally from student to student, and not vertically from student to teacher. To get the socialized atmosphere, you need not have a formal organization of your students. The main thing is to get pupils into the habit of taking responsibility; of speaking to the group, not to you; of discussing things without being led to the brink of the precipice by the teachers." (The principal found that he had written several pages in this vein.)

"Individual differences are not to be forgotten. That there are probable intellectual, moral, emotional, and physical differences among children is the chief contribution of modern educational psychology. In a rather large high school like this one, it is rather difficult, administratively, to group children into classes according to ability. That means that each of you has the responsibility squarely upon your shoulders to bridge the gap between the lowest and highest abilities in each class, to challenge each to the limit, and to give each the consideration and sympathy he needs." (To the principal, as he read it, this paragraph had the familiar ring of the institute spellbinder.)

"We are guides of students, not lecturers or taskmasters. The pupil learns through his activity and experience under the direction of the teacher. This means that the teacher must pay attention to study and work habits. In this school we have the sixty-minute period which allows time for directed learning. The lengthened period is a positive disadvantage unless it is correctly used. Twenty or thirty minutes of the period are to be devoted to study under the eyes of the teacher. You are to assist students in finding and organizing material, in gathering

data and forming conclusions. During the recitation and discussion periods you are to be ever alert to note the learning troubles of individual students; and during the study time you are to see that these individual faults are corrected. . . ."

"Watch your testing. It is no longer fashionable to give long, essay-type examinations. Rather, most testing should be objective, covering fifty or a hundred items. Use standardized tests as guides in making your own. There are two or three books in our professional library by Ruch, Patterson, and others, from which you can get help. There are now standardized tests in about all subjects, even sewing and manual training. You each have the latest catalog of standardized tests, and the responsibility rests upon you to ask for the ones you can use. But if you give a standardized test to your class, really use it, don't just give it. . . ."

"Teachers of social science, mathematics, and laboratory sciences have the unescapable duty of teaching pupils how to think. Young people are to learn how to find and collect data, how to make tentative conclusions, how to verify statements, how to look at the problem from many angles before making a decision. Good teaching—the kind we want here—develops that type of thinking. . . ."

"Every teacher in this school has a responsibility for the teaching of English. This should not be left to the English department alone. That it has been left to that department alone is the reason so many of our graduates go out into the world using such miserable English. Let us focus some energy on this evil. Each teacher is to mark her student in both written and oral English." (The principal was surprised at the amount of detail he had insisted upon.)

But the half has not yet been told. The classroom work, it seems, is just part of the teachers' responsibility. "The extracurricular activity is here to stay. It is almost as important as the work of the classroom. Each of you has a responsibility to coach or sponsor something. About a fourth of your energy is expected to go here. Your worth to this high school depends partly upon your ability in the fields of the outside activity. . . ."

Parenthetically, let it be said that about the chief difference between the work of the high-school teacher in the nineteenth and the twentieth centuries is just this. The extracurricular activity has revolutionized her job. The energetic, willing teacher is swamped with outside things. The first few months she gets along well enough; then her energy supply runs rather low, and the plays, social affairs, assemblies, grow tiresome. Finally, they get nerve-racking, back-breaking, energy-taking, and sleep-destroying. They take the time of the teacher after school, after supper, and on Saturday. And the teacher knows full well that she is largely judged by principal, students, and patrons, on the basis of her extracurricular showing. But to return to the principal and his bulletins.

"Here are our plans for supervision. You realize, of course, that some supervision is necessary, that we may all work together evenly, that testing may be cooperative, and that we may learn from one another. This means, naturally, that you will be visited rather often. I will try to give you constructive help. After each visit will come the conference. Try not to mind me." (Here the principal felt a bit ashamed that he had tried to persuade his teachers of his ability to act the part of an educational Santa Claus.)

"It is necessary to keep growing. The high-school teacher must watch out or she will not

develop after the sixth or seventh year. The best preventative is to keep reading. You will each be given a bibliography for guidance in your professional reading the next few months. Some time during the second semester, I will confer with you individually about your reading, and you are to be prepared to discuss with me the articles and books which have helped you most." (This reading, by the way, would probably cover several thousand pages of rather heavy technical books and papers.)

"Of course, there will be faculty meetings. The principal plans them, but teachers are to participate. Topics will be given out a week in advance and each teacher is to have opinions. Occasionally faculty members and committees will take the initiative and make reports on different phases of the school's work. . . ."

"Teachers are to check themselves. In this day and age self-examination is necessary. There is a self-rating scale for each teacher, covering 200 items. The teacher is to grade herself at the beginning, the middle, and the end of the year. Then the principal will check on the same points and there will be resulting conferences. The grades on this scale should indicate progress. . . ."

"What is your relation to the community? Unescapably you are the community's servant, paid directly from the community treasury. You do not need to do church work, of course, but it will pay to do so. You are not required to participate in the work of the various clubs and civic organizations, but such activity will raise your status." (He remembered a bit regretfully that even if the teacher is active in community work, she is not likely for that reason to be taken into the homes of the community or to participate in the social life of the town.)

"Remember, you are watched pretty closely by the good folk of the town. The teacher cannot always do what the stenographer can. The legitimacy of her pleasures is to be determined by that portion of the community which is active in the church. You will be criticized by fellow teachers, students, and patrons. You must expect this and be a good sport about it."

The foregoing is not all our friend, the principal, read, by any means, but it was enough to make him ask himself: Can the typical teacher digest, assimilate, and use all this advice, and remain alive and human? At the end of his study he understood why certain teachers had "that dragged-out look" and why others had listened to and read attentively his latest budget of advice without responding in the least to it.

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Perhaps the foregoing account of a principal's activities is exaggerated a bit. Still it is substantially true of many schools and the only mitigating element that can be advanced is the fact that *the advice and the instructions in themselves are all sound and valuable* and, if followed, contribute immensely to the efficiency of a school. To the credit of the principal who issues such material it must be said that he ordinarily works himself as hard as he works his teachers. It is a fact, too, that all schoolwork is speeding up and higher efficiency is demanded all along the line; the teachers are not the only victims.

When a principal piles up instructions, directions, and advice, he usually defeats his own purpose. The teacher has a handy way of neutralizing his efforts in a natural way. Her ears take in just so much, and after a certain point she simply fails to react. And this is fortunate. A young school executive, hell-bent for election to a larger position, would certainly bring a high-school faculty to a point of nervous prostration if they responded to all the calls made upon their energy, time, ability, and strength.

Schoolmen may well ask themselves: Aren't we, in education, traveling along at a pretty fast

pace? Isn't the pace too fast in some schools? Just why all the haste? We seem to be hot on the trail of the learning millennium and we want to catch it right away. Education must not loiter behind general progress; it is not even to be abreast; we must make it a telic influence leading mankind forward. Education must remake civilization. And at once—by 1930, if possible! The educational horizon, far and near, is all blazing with "ultimate objectives," "functions," "proximate aims," "projects," "problems," "curriculum revisions," "challenging units of work," and other devices for "creative thinking," "contracts," all varieties of "individual instruction," "intelligence tests," "aptitude tests," and the like. Which is all quite essential, but aren't we trying to crowd too much into too short a span of time?

There is no value in expecting the ordinary teacher to travel this fast. She simply will not

do it. Or, if she does, fundamental values will suffer, and confusion will result. And, after all, in this program of redeeming the world at once by education, the classroom teacher is at the focal point. Most of the instruction and advice are aimed at her, and it is little wonder she yearns sometimes to run away from it all.

Again, I ask, why the wild rush? Education is in danger of becoming as feverish and jazzy as other elements of city life. Like the "service clubs," it is in a nervous hurry to settle all the world's problems at once. It is discontented with most of the old fundamentals and eternal verities, and it seems to put its hopes only in new ideas. It forgets that today's watchword is likely to be obsolete some time next week. Why not seek a bit of growth here, a little improvement there, and solidify all our gains into steady, solid, but perhaps slower advance?

## Mural Decorations in Minnesota Schools

Interesting Paintings of Mr. D. T. Workman of Minneapolis

Mural paintings as a means of increasing the educational and inspirational service of school buildings have been used but rarely in the United States. School boards have been so hard pressed to provide the bare necessities in their building projects, that they have been unable to add such finishing touches as mural decorations; our architects, too, have been imbued with the traditional ideas that murals belong only in churches and in the most monumental of structures that they have rarely provided space for such decorations. In only a few sections has the leadership of some individual or group brought mural paintings into a number of school buildings. New York, Chicago, Boston, and Minneapolis, or better, central Minnesota, are centers which are enjoying beautiful paintings at least in some of the high schools.

Of the value of murals in school buildings there never has been any question. As a means of inspiration to youth they far surpass sculpture and other forms of ornament, and they have a more lasting and continuous effect than music. Their silent, effective, impressions are not limited to the growth of good taste or appreciation of the value of art in all life.

As examples of the finest type of inspiration and as excellent expressions of symbolism adapted to the service of education, the mural paintings of Mr. D. T. Workman deserve attention. The paintings in Minneapolis and other Minnesota city schools exhibit a thorough appreciation of the function and aims of the schools, combined with an understanding of the symbolism which impresses and enthuses adolescent American youth. The canons of mural painting have been close followed in the sense of decorative treatment, and harmony of color, shape, and composition. They show no trace of the third dimension, but they do form the center of interest in the respective corridors, libraries, or assembly halls which they occupy.

### MINNEAPOLIS EAST HIGH SCHOOL

Inspiration to effort is the underlying motive of the splendid mural painting in the Minneapolis East High School. The title of the painting is quite appropriately "The American School," and the inscription "He hath no power who hath not power to use" vigorously reinforces the picture proper. The painting is 24 ft. long and covers practically the full width of the front wall of the main study hall.

The artist has attempted to symbolize the different studies offered in the school itself. In the distance behind the figures is seen the Mississippi River, and beyond it the skyline of the central business and manufacturing district of

Minneapolis as it appears from the school itself.

The central figure symbolizes the school bearing the torch of knowledge and upholding the staff of the flag which is her protection. Grouped around the figure are students, each one engaged in some particular typical school activity. The coloring of the painting is very rich and quite as interesting as the composition. The figures are typical, modern American children, and there is considerable contrast between them in that the painter has placed some of them in sunlight and others in shadow. The river and the distant city are painted in cool grays and blues.

### A KINDERGARTEN MURAL

The task of the artist who seeks to introduce a mural painting in a room where the architect has not planned for it is not easy. In the Irving school at Minneapolis, Mr. Workman decorated one wall to cover the space which would be ordinarily occupied by a blackboard. The subjects are the four seasons and the scenes themselves are taken from typical, beautiful views in the Minneapolis park system.

The "spring" panel shows a group of children listening to the song of birds in a newly leafed tree. The Mississippi River and the beautiful rolling country beyond it furnish the background.

The children in the panel "summer" are shown in a downtown park. They are playing with boats and toys, and the office and factory buildings which peep through the trees suggest the urban background.

The painting of "fall" has another park for its background and shows children gathering nuts and flowers amid brilliant autumn foliage.

The happy note of the other three paintings is maintained in the "winter" scene by the happy play of children coasting on the river bank with their sleds.

Under each of the panels there is an appropriate quotation lettered in full, strong colors that appeal to small children. The inscriptions are as follows:

Now spring doth hang her mantle green on every  
blooming tree,  
And spreads her sheets of daisies white o'er the  
grassy lea.—*Burns*.

And thus came the lovely summer  
With a shower of blossoms and music,  
Flooding the earth with flowers

And the air with melodies vernal.—*Longfellow*.  
The early frosts have given to the woods below  
Tints which heaven lendeth to its bow,  
And the soft wind from the west  
Scarcely breaks their silent rest.—*Whittier*.

And winter had spread her bleak blanket around  
All barren the rosebrush, all frozen the ground;



"THE AMERICAN SCHOOL"  
Panel Decorating Wall of Study Hall, East High School, Minneapolis, Minn., by D. T. Workman

And the brook that once rippled so sweetly and low  
Lay silent and still in the depths of the snow.

—Rose.

The mural has been placed low down so that it can be seen and touched by the children. The colors are very brilliant and attractive, and the sky, cloud forms, and water have been arranged to tie the four long panels together into a coherent unit. The black and white photograph with the very practical furniture, does not give any idea of the lovely and dignified note of the paintings and their attractiveness to children.

#### THE MIGHT OF IRON

"From Mine to Mill" is the title of the beautiful mural painting which Mr. Workman prepared for the old Hibbing High School in 1914. The painting has been transferred to the magnificent new Hibbing High School, where it occupied the place of honor in the library.

The painting shows the mining of iron ore in the Mesabi Range of Minnesota, its transporta-

tion on the Great Lakes, and its transformation into the iron and steel of industry in the mills of Gary and other iron-manufacturing cities. The painting is perhaps the most powerful of all the school paintings which Mr. Workman has done and the spirit in which it has been conceived and carried out is quite appropriate to the high-school building which it adorns.

#### A WAR MEMORIAL

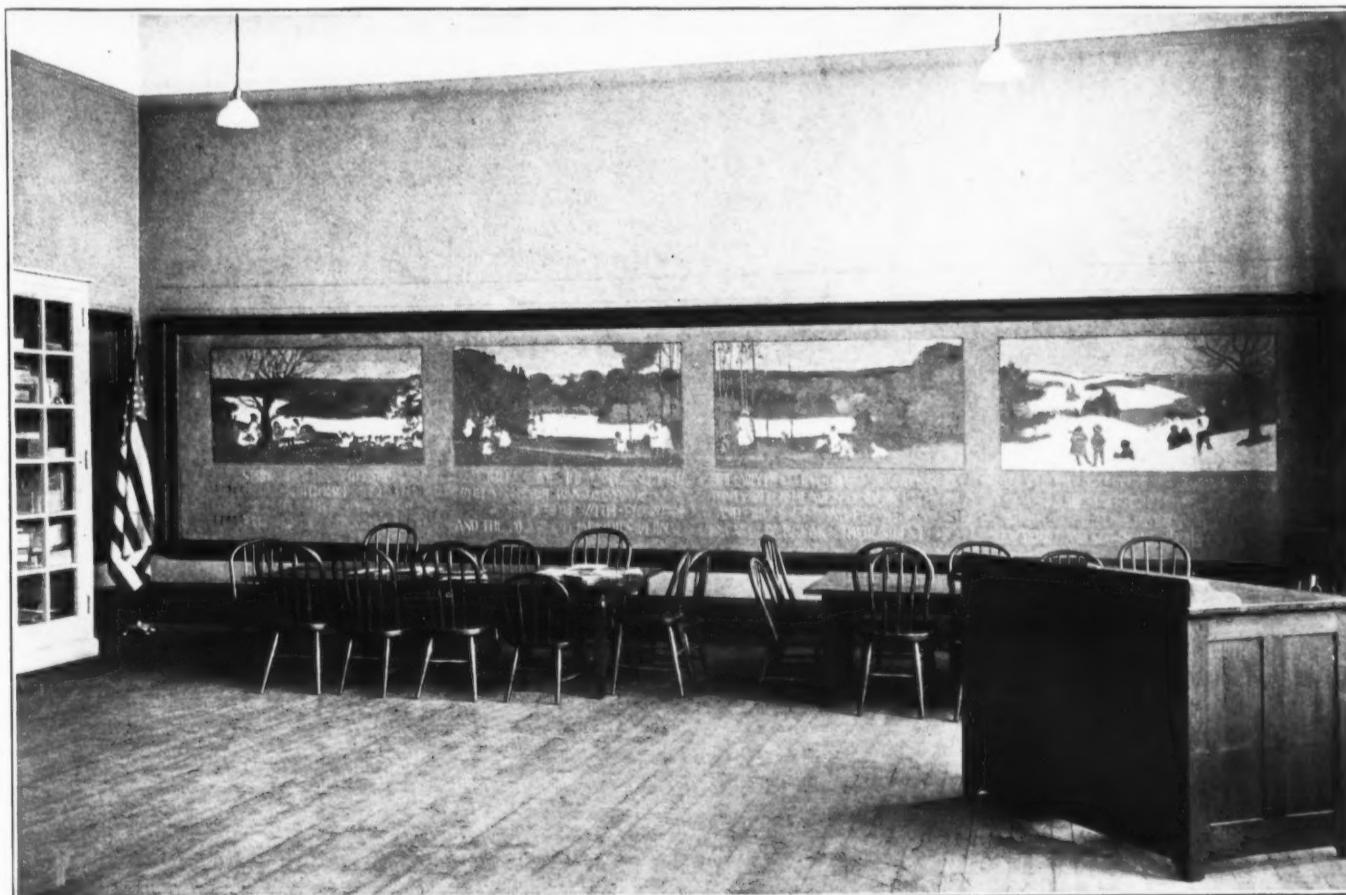
Immediately following the close of the late war, there was much discussion in the press, particularly in the architectural and art magazines, concerning war memorials. While a number of magnificent memorials have been erected, comparatively few cities enjoy a building, a statue, or a painting that is of lasting inspirational and patriotic value.

The American Legion Post at Ely, Minn., has established for itself a war memorial in the form of two mural paintings presented to the Ely High School. It is the belief of the Post that a

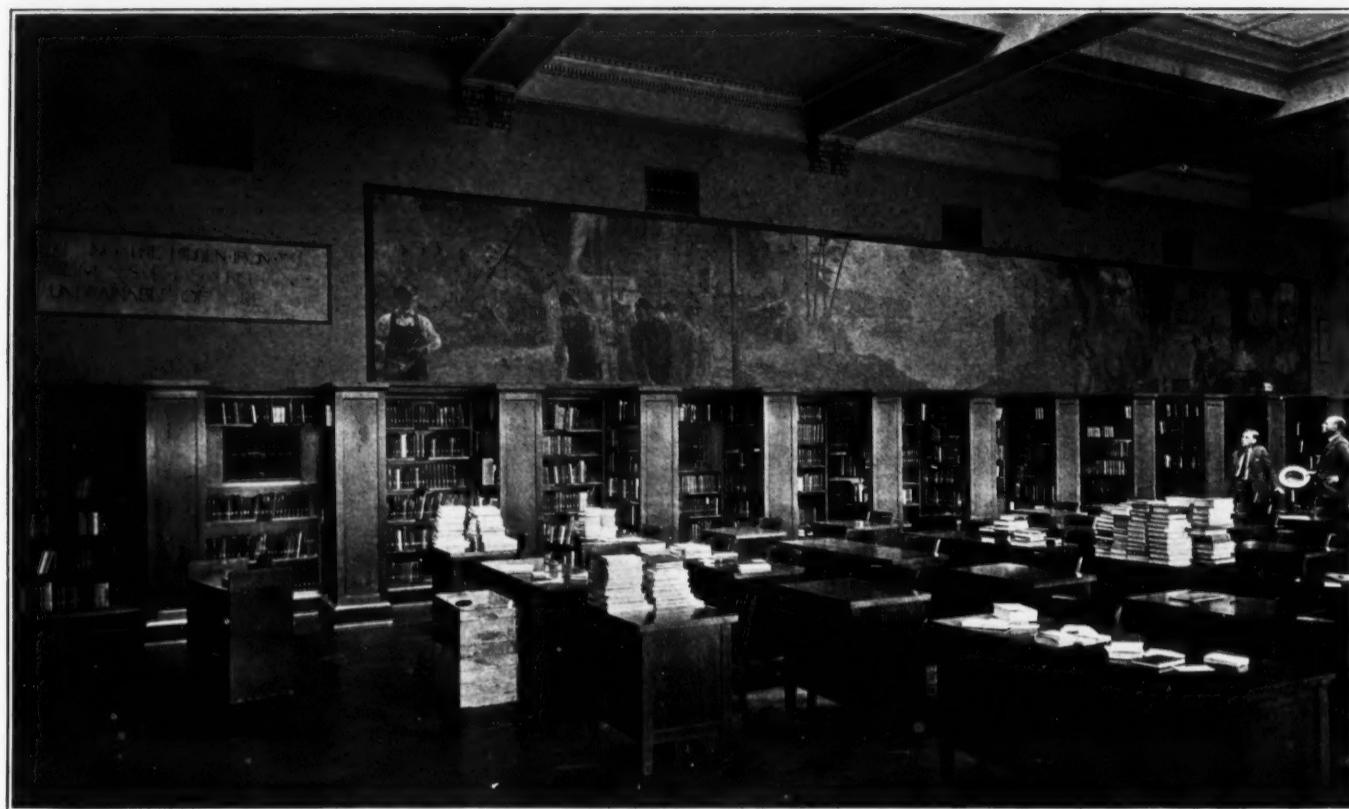
war memorial is of greatest service when it inspires and promotes the up-bringing of the coming generation.

The paintings are placed on the two side walls above the marble paneling of the main entrance, and are of the same shape and on the same level as the large windows above the vestibule. They contrast beautifully with their surroundings. The lower portion of the corridor is wainscoted with pinkish marble and the decorations extend from the top of the marble to the moldings around the upper edge of the wall. The general tone of the paintings is lavender, but the colors are very brilliant and rich.

The paintings are designated respectively "Industry" and "Education." They supplement one another and represent what might be termed the practical and the cultural, or aesthetic, phases of education. The painting "Industry" is dominated by three heroic figures representing Science, Commerce, and Agriculture.



MR. WORKMAN'S PANEL REPRESENTING THE FOUR SEASONS DECORATING THE WALLS OF THE KINDERGARTEN IN THE IRVING SCHOOL, MINNEAPOLIS, MINN.



"FROM MINE TO MILL"  
Library Decoration, Lincoln High School, Hibbing, Minn., by D. T. Workman



"TRUTH"  
Panel in Corridor, Marshall High School,  
Minneapolis, Minn.



"LABOR"  
Another Panel in Corridor, Marshall High School,  
Minneapolis, Minn.



"SERVICE"  
Panel in Corridor, Marshall High School,  
Minneapolis, Minn.

Science is a young man with two devices developed by the radio, the microphone and a water-cooled broadcasting tube. Commerce is a female figure with arms encircling the globe, suggesting the world-wide scope of world trade. The third figure, Agriculture, holds a sheaf of wheat, symbolic of the staff of life.

The background consists of steel mills, high office buildings, forest and fields, and represents nature and the use of its products by man. The entire foreground of the painting is filled with men and women engaged in the work of the world. The occupations represent some of the oldest and some of the newest trades and industries. A stevedore carrying heavy boxes is in decided contrast with a motion-picture photographer. Below the painting are the significant words, "Man summons science that he may know earth's mysteries and, walking in the paths of industry, achieve."

The painting entitled "Education" also has three heroic figures which dominate it. Of these, "Applied Art" represents sculpture, architecture, etc. "Music" is playing a lyre silhouetted against a background of a Florentine palace. "Literature" in the center has an Oxford tower as its background. The figure is taken from Michael Angelo's Delphic Sibyl and holds a papyrus scroll.

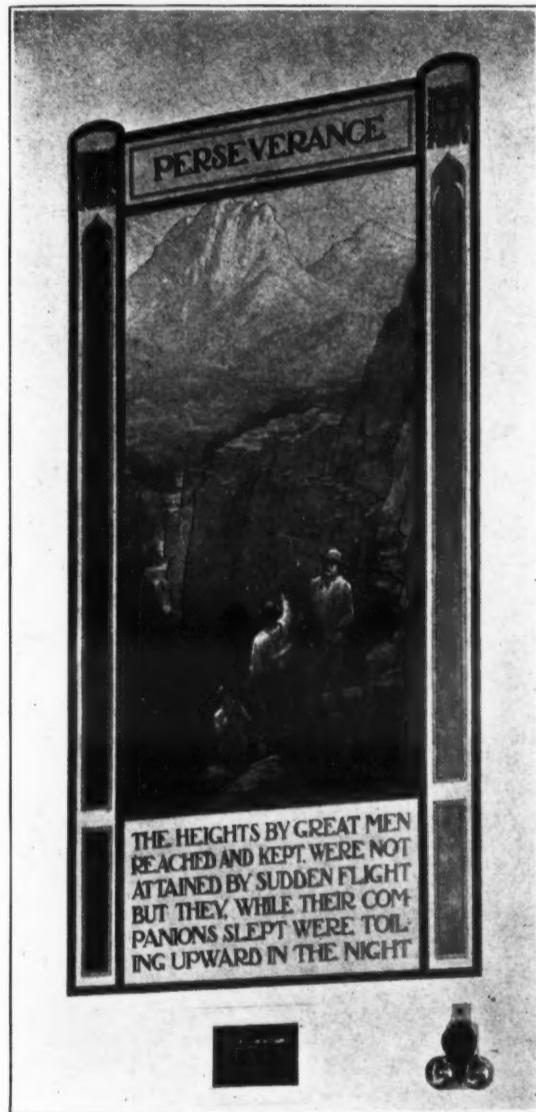
The foreground of the picture shows in the center a graduate receiving his final charge from his instructor. At the left is a group of boys representing the social and athletic activities of the school. At the right are children suggesting school music.



CORRIDOR DECORATIONS IN THE MARSHALL HIGH SCHOOL, MINNEAPOLIS, MINN.,  
BY MR. D. T. WORKMAN

**A HARMONIOUS CORRIDOR DECORATION**

The three large panels prepared by Mr. Workman in the main corridors of the Marshall High School, Minneapolis, provide a splendid example of corridor decoration of the most inspiring and dignified kind. The main corridor of this school has no outside light and before it was decorated was a rather dreary, uninteresting passageway that gave access to the auditorium and terminated at each end in stairways and exits. To harmonize with the paintings, which are placed between the four entrances to the auditorium and measure 7 by 9 ft. each, the entire corridor has been painted a straw yellow. A simple decorative border in dull orange and blue has been placed at the top and bottom of the corridor walls and surrounding the doorways. Indirect lighting fixtures of dignified and harmonious type have been so placed that the paintings are lighted to splendid advantage. The corridor is dominated by the paintings in such a way that the visitor unconsciously stops to examine them.



"PERSEVERANCE"  
Auditorium, Roosevelt High School, Minneapolis, Minn.

The idea of the panels which is well illustrated in the small cuts, is a development of the school motto, "Laboro et Serio"—I labor and I serve. A committee of six, of which the artist was one, worked out the symbolism of the panels. The village blacksmith was chosen as symbolical of honest labor and happy craftsmanship; the Samaritan illustrates the idea of service and charity; a student of astronomy standing on the roof of an observatory typifies truth.

As there was no architectural foundation, the artist was compelled to surround each painting with a decorated area to frame it in. An inscription was added to further drive home the dominant idea of the picture. Below the panel of "labor" are Longfellow's words from "The Village Blacksmith,"



"EDUCATION"  
One of the Mural Paintings Adorning the Main Corridor Walls of the High School at Ely, Minn. Painted by  
Mr. D. T. Workman

Each morning sees some task begin; each evening sees it close.

The smith is a "mighty man," typical of his occupation. The smithy is cluttered up as all such shops are, and the scene revealed through the open doorway is that of a New England village with children stopping to watch the shaping of a piece of glowing metal.

The panel for "Truth" shows a young man standing by a stellar camera. The idea of the observatory is made clear by the dome of the Yerkes Observatory in the background. The boy has stopped in his work in silent contemplation of the vastness and the wonders of the heavens. Below the painting is the significant verse from the Bible, "You shall know the truth and the truth shall make you free."

For the third panel Mr. Workman has reproduced a bit of typical landscape of the Jaffa road of the Bible story. In the distance are seen the travelers who passed the injured man by, and beyond the luxurious watered valley there is a small Hebrew village. The inscription under the panel is that of the Campfire

Girls, "Love is the joy of service so deep that self is forgotten."

It is the conviction of Mr. Ross Young, principal of the school, that the panels have contributed very much to the spirit of the institution. It might be said in passing, that shortly after the panels were installed, the school received several fine paintings and other artistic gifts that have added to the atmosphere and the interesting character of the corridors.

**ROOSEVELT MURALS**

It is quite appropriate that two scenes from the life of Theodore Roosevelt should supply the subjects for auditorium panels in the Roosevelt High School, Minneapolis. The paintings are located to the right and left of the main proscenium arch and are so placed that it is extremely difficult to photograph them satisfactorily. The illustrations fail to do them justice.

The panel at the right of the stage is entitled, "Courage" and is based on an incident that is not commonly known and is very rarely referred to. During the Free-Silver campaign in

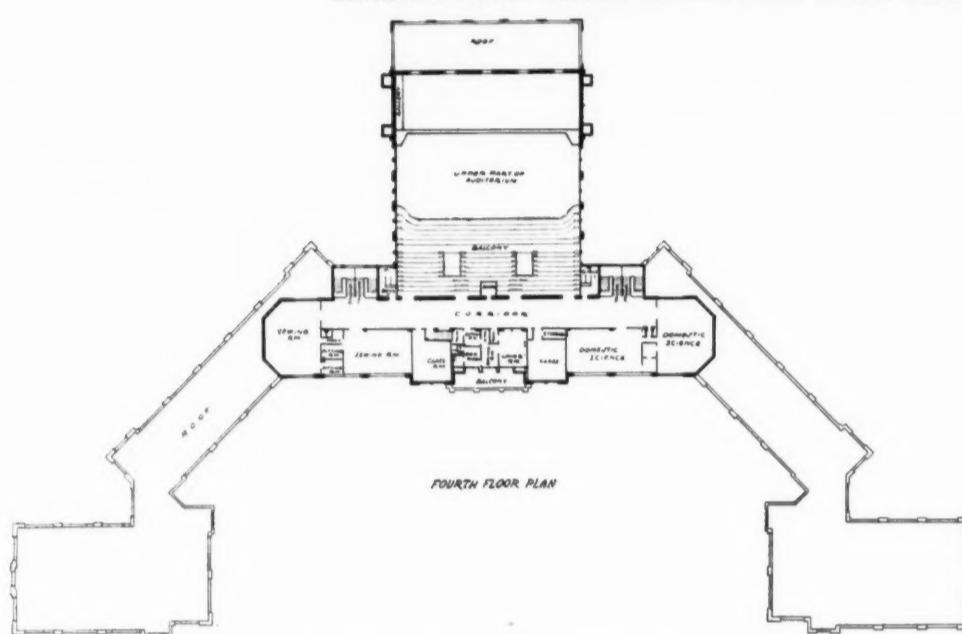
(Concluded on Page 134)



"INDUSTRY"  
Another Mural Painting Adorning the Side Walls of the High School at Ely, Minn.  
Painted by Mr. D. T. Workman



FRONT VIEW, LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.



LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.

#### THE LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.

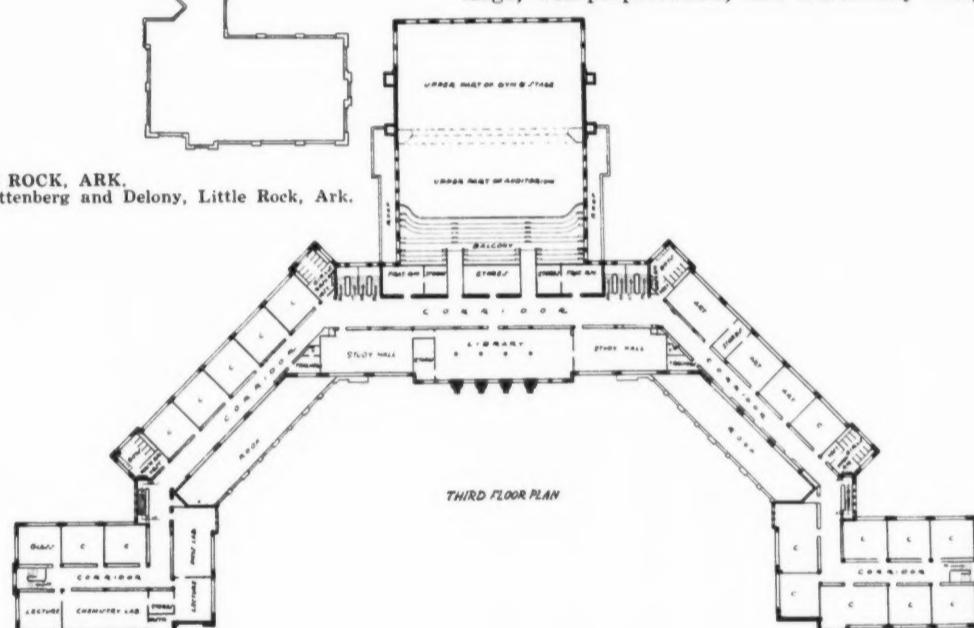
In planning the Little Rock High School, the architects took advantage of the natural setting of the splendid park in which it is located. The main entrance of the building sets back two hundred feet from the boulevard in front, and the wings spread out on both sides at angles of 45 degrees. The front of the building stacks or pyramids up and the wings drop off in roof lines, making an ensemble of imposing dignity.

The landscaping is an integral part of the finished plant. The site in its natural setting lends itself to a sunken-garden effect. Wide meandering walks and a pool, the axis of the landscaper's plans, reflecting in a marvelous way the mass of architectural detail and the conical-

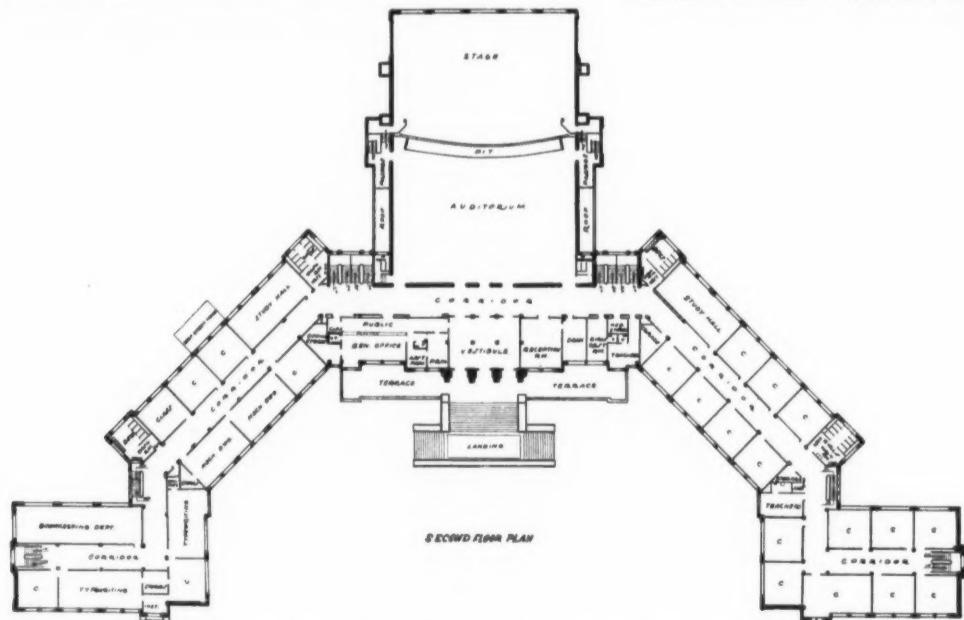
shaped cedars artistically placed in the forecourt, all contribute to the splendid setting of the building.

The front center of the building is four stories high, surmounted by a tower room 40 feet square. The front wings are three stories high. The rear center and rear right wing have an additional story and a half below the first floor of the front, but are not basement rooms. The ground floor of every room in the building is above ground level.

The second floor, the main floor of the building is approached by large, broad, monumental steps of stone leading through three triumphal-arched doorways. These entrances are separated by pylons of limestone, terminating with large, well-proportioned, and beautifully sculp-



LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.



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Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.

tured figures, representing ambition, personality, preparation, opportunity. The arched doorways lead into a spacious lobby, artistically decorated and beautifully lighted. Immediately in front of the lobby, running across the whole front of the building, is a fourteen-foot corridor, well lighted, with insets in the wall in which are display cabinets for trophies, etc.

The main floor of the auditorium is entered from this corridor, also from the first floor of the building by a ramp. The balcony of the auditorium is entered from both the third and fourth floors. The seating capacity of the auditorium is 2018. The acoustics are excellent and the room does not need a public-address system, though one was included in the contract and has been installed.

The gymnasium stage, which is 106 by 60 ft. in size, is separated from the auditorium by a soundproof and fireproof steel curtain. The equipment of the stage consists of a handsome velour drop curtain in three sections, a valance in one section, and tormentor wings of velour to match, a golden oleo, a garden scene, a wood-



EXTERIOR, LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.



SIDE ENTRANCE DETAILS, LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.



INTERIOR VIEWS OF THE LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.  
LEFT: Woodworking Department; RIGHT: Restroom.

land scene, a living-room scene, a kitchen, and a cyclorama. The windows and doors have velour draperies corresponding to the proscenium curtain.

Space does not allow a detailed description of the many other interesting features of the building so a mere mention will be made of the following outstanding facts:

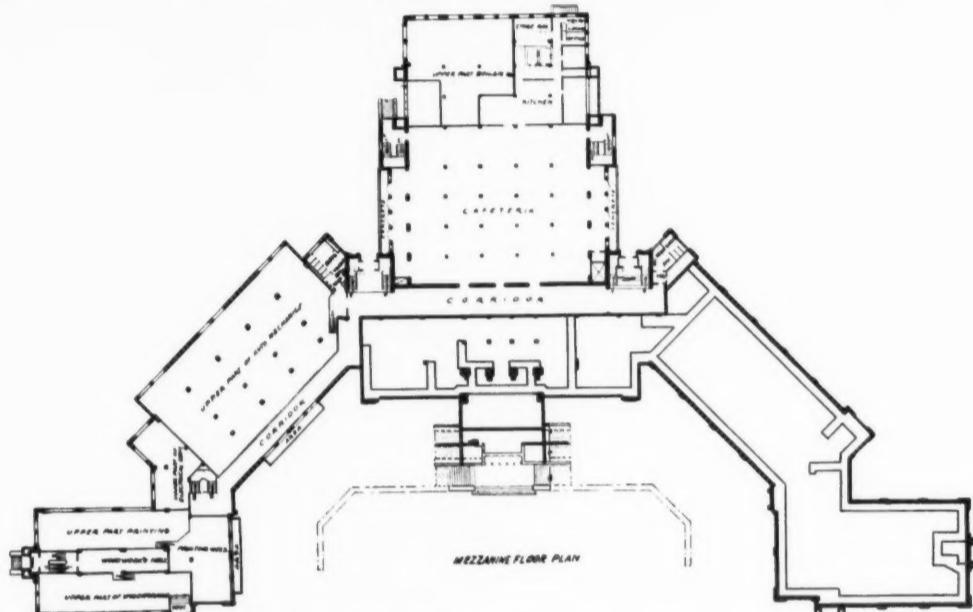
*Size*—564 ft. long and 365 ft. wide.

*Capacity*—3,000 pupils.

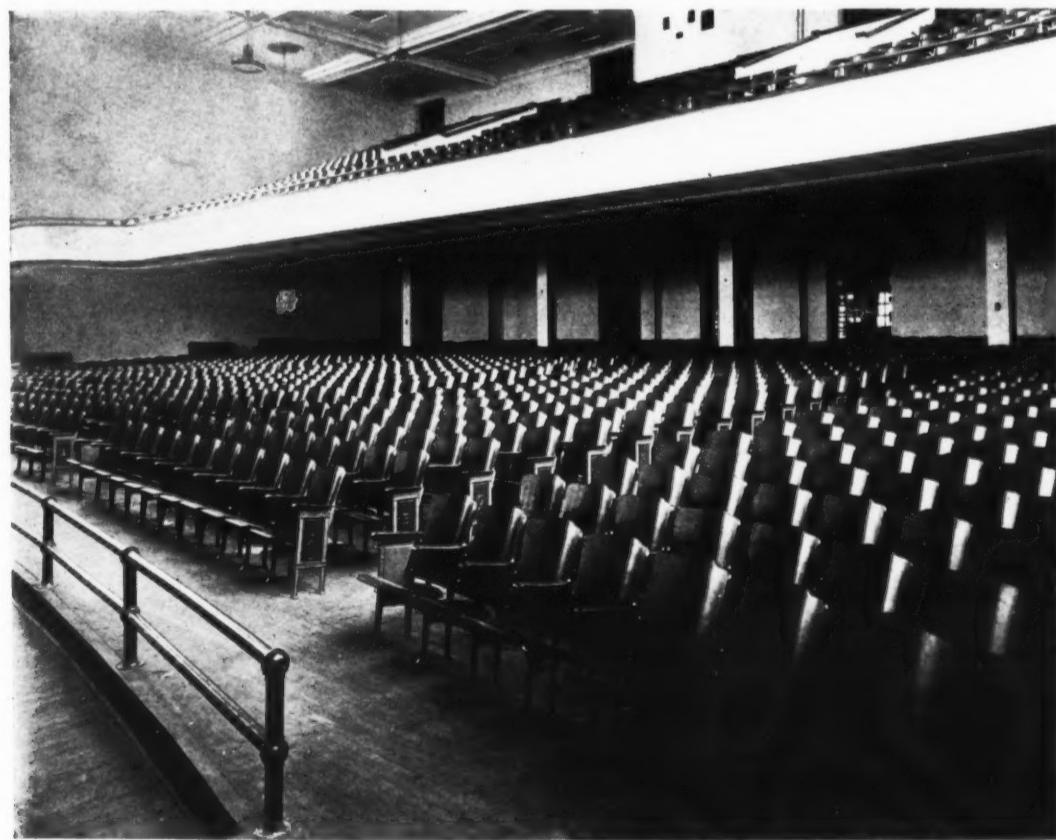
All classrooms have outside light.

*The auditorium*—seats 2,018, with additional seating space on the stage for 1,500 persons. It contains the best lighting equipment obtainable. A public-address system has been installed.

*Gymnasium stage*—60 by 106 ft. in size. It is completely equipped with the latest type of stage scenery, and has a 90-ft. proscenium arch. A ten-ton steel curtain divides the auditorium and the stage into two rooms, each soundproof and fireproof.



LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.



AUDITORIUM, LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.

*The cafeteria* is equipped with decorated tables and chairs and seats 910 persons. The kitchen has the latest type of modern labor-saving equipment.

*The library* has a capacity of 11,000 volumes.

The building is equipped with 3,000 built-in lockers for pupils.

*Hospital*—Specially equipped rooms have been arranged for taking care of boys and girls who become ill during the school day.

There are 100 classrooms, shops, and workrooms.

*Offices*—General, principal's, assistant principal's, advisers of boys and girls, and a reception room.

The classrooms and laboratories have the latest type of furniture and equipment.

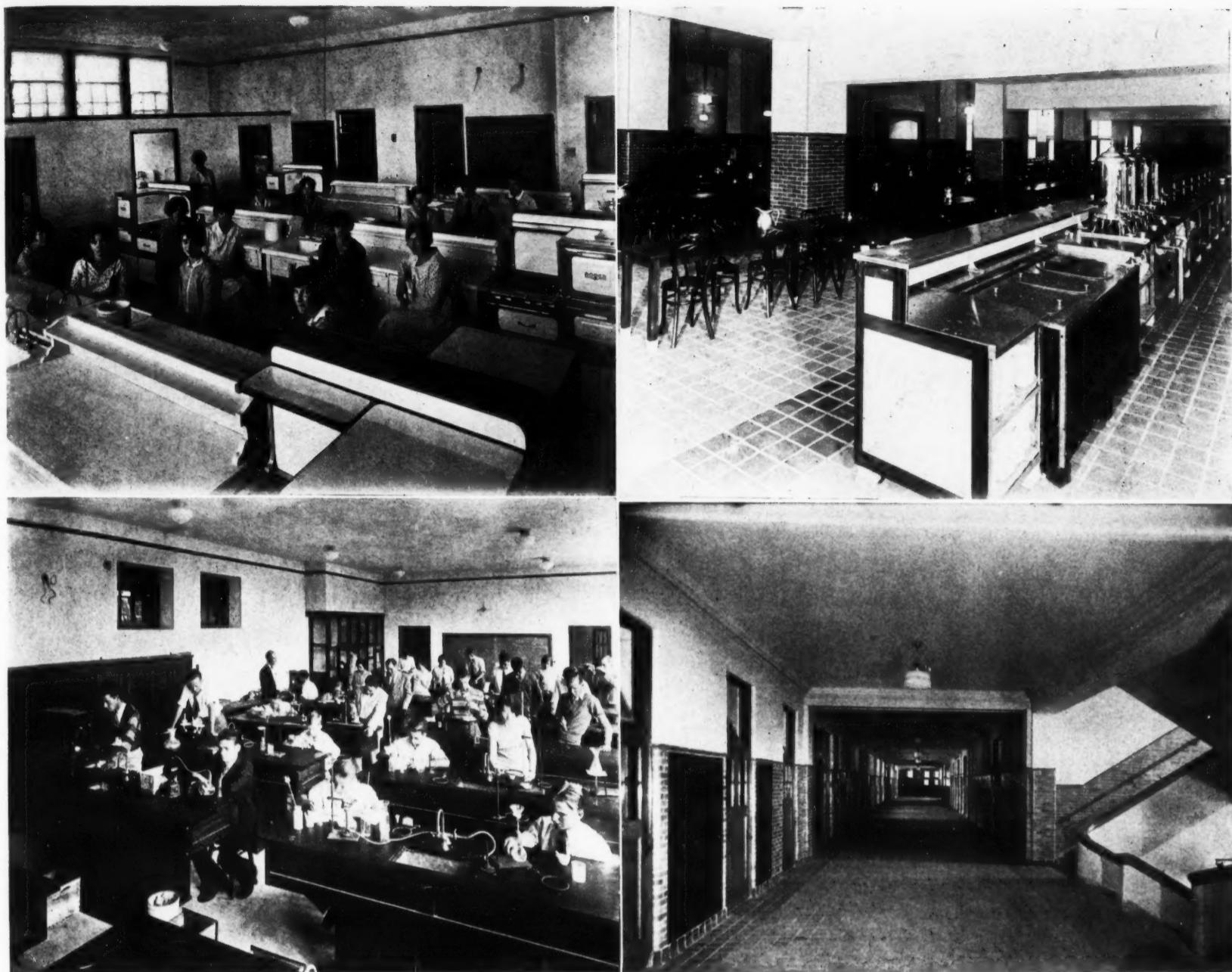
The auto-mechanics shop measures 80 by 100 ft.

The printshop occupies a room 22 by 90 ft., which is equipped with two linotypes, a cylinder press, a platen press, type cases, etc.

The general woodworking shop measures 22 by 100 ft.

The electric wiring and plumbing shops are located on the ground floor.

The mechanical-drawing rooms are completely equipped.



INTERIOR VIEWS OF THE LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.  
UPPER: Cooking Department and Cafeteria; LOWER: Physics Laboratory and Corridor.

The commercial-secretarial and accounting department occupies six rooms.

The homemaking suite includes cooking rooms with unit kitchens, sewing, and millinery rooms.

The rooms for music and art are equipped with the latest devices.

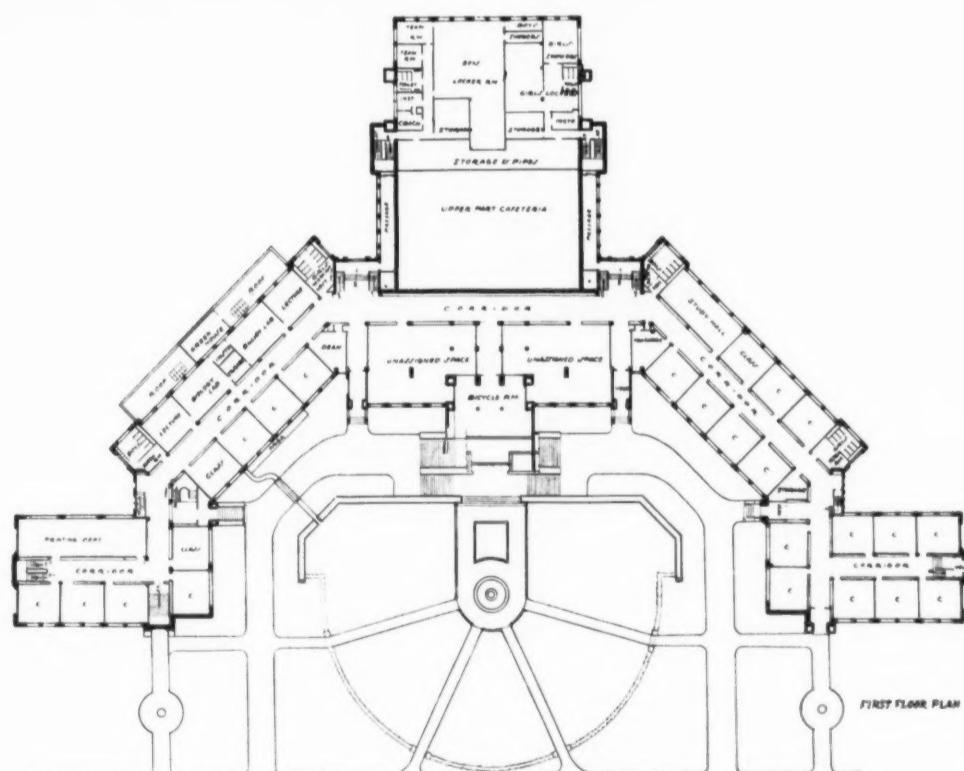
A greenhouse provides material for biology and other science work.

A six-acre athletic field is to be used for community play purposes.

The electrical system includes a fire-alarm system, a master clock in the office, secondary clocks in each room, an intramural telephone system, and a time clock for in-and-out registration of the teachers.

The building, which has been pronounced the most beautiful in America, has been erected at a total cost of \$1,600,000. The building alone cost \$1,150,000, and the equipment cost \$125,000.

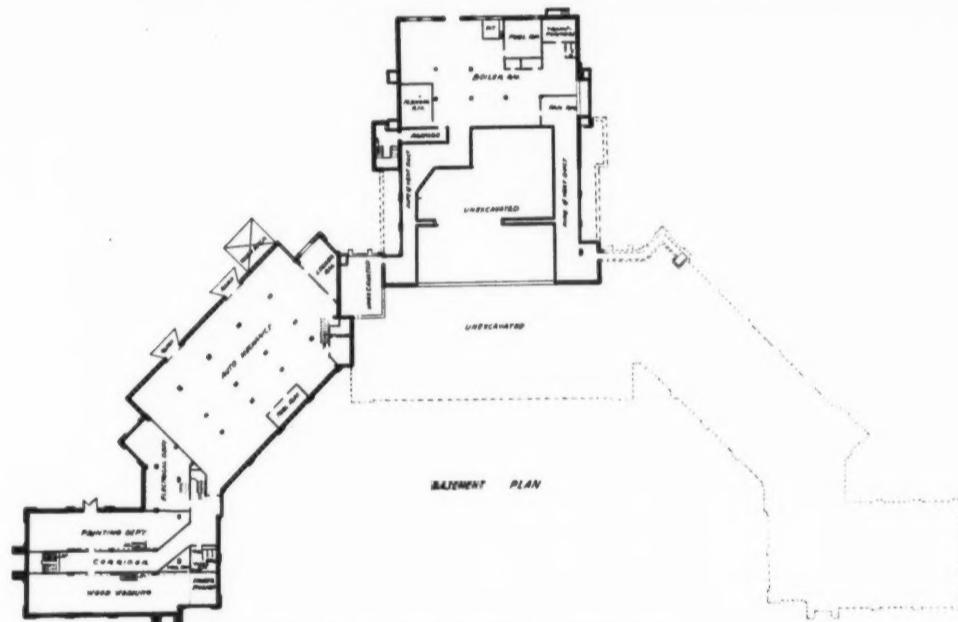
The building was erected from plans prepared by three associated architects, including Messrs. Mann & Stern, Mr. John P. Almand, and Messrs. Wittenberg & Delony, all of Little Rock. The landscaping was done by Mr. J. F. Highberger of Memphis, Tenn., and the general construction work was carried out by Mr. Gordon Walker, contractors, Salina, Kans.



LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.



LIBRARY, LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.



LITTLE ROCK HIGH SCHOOL, LITTLE ROCK, ARK.  
Associated Architects: Mann and Stern; John Parks Almand; Wittenberg and Delony, Little Rock, Ark.

#### LOS ANGELES SCHOOL-BOND COLLAPSE

The voters of Los Angeles, California, at the spring election, defeated a \$29,400,000 school-bond issue. It was one of the largest single school-bond issues ever presented by an American city. The same city submitted and carried a \$35,000,000 school-bond issue a few years ago.

Naturally the query arises why a great city, presumably enterprising and progressive, should fail to comply with the financial demands of the school authorities. In the case of Los Angeles it may be said that the educational leaders enjoy the fullest confidence of the general public. Nor can it be assumed that those in charge of the school affairs of that city failed to make their needs sufficiently known. It was claimed that the pupil enrollment was increased each year for several years by over 30,000 pupils,

or more than the enrollment increase of Detroit, Chicago, Baltimore, Cleveland, Boston, and St. Louis combined. A timely anticipation of future schoolhousing needs, therefore, was in order.

In other words, the need for considerably more schoolhousing primarily grew out of the rapid increase in the city's population. It raised an exceptional problem. A rapidly growing community not only calls for enlarged school accommodations, but it calls for other governmental agencies involving public expenditures.

Los Angeles was also subjected to a population increase which was scattered over an unusually wide area. The enterprising real estate promoter extended his operations far out into remote corners. This form of growth necessitated many small school buildings in the

meagerly populated districts, and in some instances, prompted recourse to pupil transportation.

A growing population does not mean an immediate enlargement of taxable property in the ratio of the increase. And yet the new population, as well as the old, is entitled to police, fire, and sanitary protection. All this emphasizes the fact that the public schools cannot in every instance secure the financial support to which their administrators believe them to be entitled. They are, after all, a part of the system of government as a whole and subject to the needs and exigencies that control the several divisions of the public service. It is due to this condition that the large and rapidly growing cities of this country have not always been able to provide a school seat for every child. Part-time classes have in many instances been resorted to, and are still in vogue.

Another factor, namely, that of a state of mind, which makes for depression as well as prosperity, here comes into play. The people of Los Angeles were not in a liberal mood. It is said that Superintendent Susan M. Dorsey appeared, a few days before the election, before a representative body of business men and pleaded her cause in eloquent and convincing terms. The reception she received indicated that the public mind was closed against the school-bond-issue project. A period of conservatism had set in, and a state of mind controlled the situation.

It must be assumed that the tax ability of Los Angeles, whose population increase has been phenomenal, must be strained to the utmost in order to meet the several general local governmental needs. If the schools fail to receive adequate support for the time being, such failure must be charged to a state of mind produced through a combination of adverse conditions and circumstances rather than to an unfriendly attitude toward the school and its administrators.

# Bonded Indebtedness for School Systems<sup>1</sup>

Frank Bruce, Publisher, The American School Board Journal

The enterprise, energy, and constructive ability, characteristic of American life, have not only been exemplified in the industrial and commercial progress of this Nation, but have also found eloquent expression in its educational activities and social advancement. The American people have, from time to time, demanded more service of the state in the degree that their social and civic activities have become more extended as well as more involved and their economic operations have taken a wider scope.

This tendency has also implied a larger demand upon the country's system of popular education. The schools have been called upon to render a larger service in order to meet the needs of a more complex social order. Commerce and industry, as never before, look to the educational agencies for the recruiting of their ranks. The physical and moral welfare of the rising generation is more largely dependent upon schoolroom influences than it was in a former day. The home has shifted many of its parental obligations upon the school. The latter assumes a larger share in the training for citizenship than ever since its establishment as a state and social agency.

The demands of a modern day made upon the American schools have been foreseen and met by the school administrators with commendable readiness and completeness. They have sensed the popular needs growing out of the newer conditions that have arisen, and with an enterprise, characteristic of the American spirit, have led in an educational expansion program that must be regarded as the marvel of a modern day.

Thus, the schools of the country reflect at this time in a comprehensive manner the ambitions and aspirations of that citizenship which provides for their support. The public demands a high order of school service and is ready to pay the price; but in doing so, it is also concerned with the manner in which its money is being expended.

## A Scrutiny of Bond Issues

With the growing demands upon the taxability of the several communities, there has also come a more careful scrutiny of school budgets and school-bond issues. The administrative factors have in recent years, more than ever before, felt it incumbent upon themselves to lay before the taxpayer a complete statement of school needs and to demonstrate the placement of every dollar involved in a proposed bond issue. They have recognized, too, that all the way from 8 to 12 per cent must be provided out of the current taxes for a growing debt service. In contemplating future bond issues, the obligations incurred through past bond issues cannot be overlooked. This situation has made for greater caution and circumspection.

Where the need for increased school support has been a legitimate and obvious one, a frank statement made to the taxpayer on the proposal of school-bond issues, has been met with a handsome response. Where the desired information was withheld, bond issues have failed.

In coming more concretely to the subject in hand, we find that the country's school-finance story is best reflected in the volume of bonds issued in recent years and in the total accumulation of capital obligations as they now stand. Here we find that within the five-year period from 1919 to 1926 there has been a 200-per-cent increase of these obligations, which now represents, without question, the largest accumulation of a like debt in a similar period of any country in the history of the world. The rapid

growth of the school-bond indebtedness, as tabulated by the United States Bureau of Education, is summarized in the following figures:

### Growth of Capital Debt

1919-1920.....	\$ 651,930,112
1921-1922.....	967,503,230
1923-1924.....	1,466,583,000
1925-1926.....	1,895,871,010

Another view is afforded by the Detroit Bureau of Research which records the school-bond debt of cities of 30,000 population and over. Here is shown the indebtedness on January 1, 1927, on a return from 214 cities in a total of \$1,118,273,205. Comparing these figures with those compiled by the United States Bureau of Education, it will be found that the total indebtedness is in reality fully \$700,000,000 higher. The Detroit Bureau bases its estimates on an area which covers a total population of 38,548,108 in January, 1927, which is one third of the total population of the United States. It enumerates the bond issues for a period of four years as follows:

January 1, 1924, 228 projects.....	\$ 633,990,279
January 1, 1925, 236 projects.....	784,621,676
January 1, 1926, 262 projects.....	967,472,472
January 1, 1927, 273 projects.....	1,188,273,205

This tabulation suggests that two thirds of the bonded indebtedness of the country is in the cities of 30,000 population and less. The balance of debt suggests an equal division of obligation in all groups.

An interesting side light to the school-finance question is afforded in the school-bond sales in recent years. In 1920 these rose from a level of \$138,000,000 to \$300,000,000, and reached a peak in 1925 of almost \$400,000,000. The extraordinary rise in 1925 is explained by the New York City sale of short-term bonds in the month of May of that year.\* The school-bond sales each year, for the period of eight years, denote a remarkable increase. They are enumerated as follows:

1920.....	\$138,487,129
1921.....	243,639,448
1922.....	278,568,362
1923.....	289,890,510
1924.....	308,676,589
1925.....	397,270,256
1926.....	332,800,590
1927.....	316,178,472

Parenthetically, it might be said that the school-bond sales for the first quarter of 1928 are \$57,222,977, which suggests a decrease of 25 per cent over the volume of sales in the same period for 1927. The total net decrease for the year 1927 was 4.9 per cent over 1926, while 1926 was 6 per cent less than 1925, after an increase each year since 1919. The indications are that for the year 1928 the school-building operations will average well with those of the previous five years.

### Why Capital Expenditures Have Increased

The reasons for enlarged school expenditures were touched upon at the beginning of this paper. If we look for more detailed facts we find that, on the whole, the school life of the average child has lengthened from one to two years, and that the high schools have experienced a tremendous impetus in point of enrollment and term of attendance. While the grade-school enrollment has grown by 2,000,000 since 1917, the high-school enrollment has been increased from 1,943,921 to 3,757,466 in 1925-26 with a like ratio of increase in the present school year.

In dealing with the high-school situation, we find that community pride has given expression in stately high-school structures. While a city hall or a courthouse gives some evidence of the civic pride and economic progress of one unit of government, schoolhouses are more numerous

and afford a more frequent expression of the ambitions and aspirations which actuate the community along civic and social lines. Thus, high-school structures have typified in an eloquent manner the architectural tastes of the citizenship and at the same time the civic pride of the community as a whole. They demonstrate cultural progress.

Again, it should be noted that the introduction of vocational studies has commanded attention in the average school budget. The burden of training the youth for occupational service in the field of commerce and industry, in agriculture, and in the domestic sciences has been transferred to the schools. This form of expansion has necessitated housing accommodations which were unheard of two decades ago.

The consolidation of rural schools and the introduction of the rural high school, too, have materially been reflected in the school-bond sales. The one-room school has given way to the larger structure in which all grades may be accommodated. The union or district high is a fixed fact. These structures are usually erected on a deferred-payment plan.

Finally, in pointing out some of the causes which have increased the total expenditures for school purposes, we must take into account the effect of modern and rapid means of transportation. The advent of the automobile has spread a large fraction of a former urban population into suburban districts in which, as a rule, excellent schools are maintained. These new centers of population are obliged to go into debt in order to secure the needed schoolhousing.

The scope of this paper does not contemplate a discussion of operating costs, yet in passing, we may point to the fact that these costs have jumped from \$763,000,000 in 1917 to the \$2,000,000 mark this year. This increase includes the debt-service factor which is becoming an important item in the average school budget.

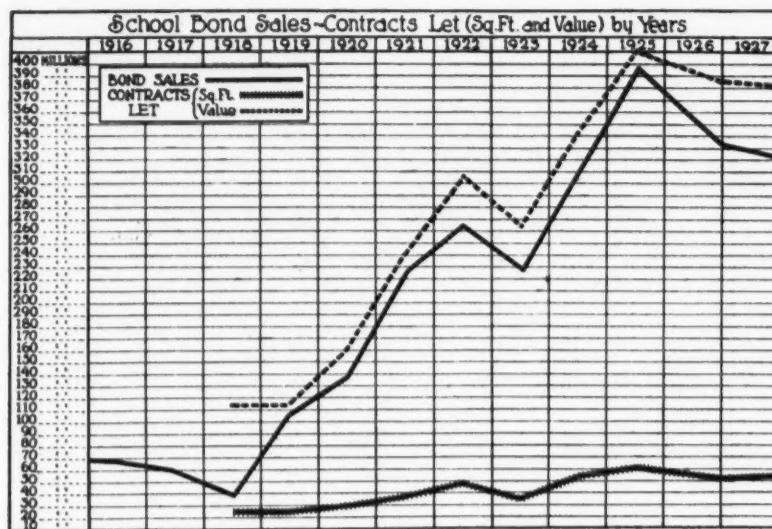
### The Pay-as-You-Go Plan

The mounting of the bonded indebtedness for all forms of public enterprises has brought into serious consideration the pay-as-you-go plan. Much can be said in its favor and strong arguments may be raised against the deferred-payment system. But, suffice it to say that there are but few municipalities and taxing units at this time able to raise by direct taxation the funds required for an adequate schoolhousing. To adopt a pay-as-you-go plan would mean to deprive a school system of the housing which is urgently needed. Besides, there is no injustice in asking a future generation which shares in the utilities provided for them to share also in the cost which they entail. In this connection, it may be well, too, to remember that the accumulated wealth created through the constant service of the schools reverts to the benefit of succeeding generations.

Without going into the various arguments for or against the bond-issue idea or attempting to discuss the merits or demerits of the pay-as-you-go plan, let it be said that but few communities are at present able to swing more than a very small fraction of their new schoolhouse-construction programs by direct taxation. The pay-as-you-go plan can at best be introduced to a limited degree and by gradual stages only. The reduction of the volume of the deferred capital debt, too, can only be accomplished by increasing the current tax rate, and simultaneously and in easy stages reducing the bonded indebtedness.

Nor, can we ignore the item for capital service which must be met out of the current tax yield. The amount expended to meet this item

<sup>1</sup>Paper read before the National Association of School Business Officials, June 8, 1928.



GROWTH IN SCHOOL-BUILDING ACTIVITIES, 1916-1927

reduces proportionately the amount needed for current operating expenses. When the item for capital service, namely, the payment of interest charges, reaches the figure of 20 per cent of the total budget, as this is the case in many budgets, then the danger signal must be hoisted. It will readily be seen that after the payment of a high capital-service charge the margin left for current operating expenses may be narrowed down to an uncomfortable figure.

#### Statistical Comparisons Futile

In the attempt to show that school costs are comparatively low and deserve to be increased, it has become a favorite pastime on the part of school statisticians to demonstrate that the country's expenditures for luxuries are exceedingly high. They present an array of startling figures on the expenditures for cosmetics, tobacco, and the like.

Such comparisons, in our judgment, have little value. They either seek to prove on the one hand that the American people are extravagant in the purchase of luxuries, or on the other that they are penurious in the support of their schools. The private citizen spends his money as he pleases, as he has a right to. The schools of this country are reasonably and in instances even handsomely supported. There are poor school districts and rich school districts. The adjustment between them must be found in larger school-administration units, whereby the stronger will support the weaker. But no person will cut down his expenditures for cosmetics, movies, or tobacco in order to provide a better support for the schools. At best, its expenditures for luxuries may prove that the country can well afford to buy and pay for the things that are necessary.

The schools of the country must stand on their own merits and secure their support to the end that they are an essential institution and in the ratio that they are rendering service. The cause of the public schools, therefore, must be espoused by an affirmative championship rather than through the aid of a negative comparison.

At this point a word, too, should be said about the ultraenthusiast who shouts his fallacious theory at educational gatherings and in the public press, to the effect that "there should be no debt limit to education." The expenditures for education must be adjusted to the total cost of local government. True, the schools are the first essential part in that training for citizenship through which government itself is made possible.

But, there are other agencies of government, local, state, and national, which hold a legitimate claim upon the public treasuries. Public safety and health cannot ignore fire, police, and health departments, or the value of pure water, clean streets, sewage treatment plants, and recreational facilities.

The American people approve legitimate and needed expenditures willingly. But run your tax limit to a point where public credit is strained, or spend 40 per cent of the tax dollar for education, and a reaction is readily invited. The citizenship will be inclined to revolt on teachers' salaries and building programs, and general school expenditures. If school bonds are to continue a marketable security, then it follows, too, that school costs must be adjusted to other public needs and must be kept within the limits of the tax ability of the community.

#### A Comparison

As a general rule, our investment in the school plant has been conservative and orderly. While it is true that the period of 1920 to 1925 shows an increase in capital investment from \$651,000,000 to practically \$2,000,000,000, this growth in capital debt is an increase of 200 per cent. An interesting comparison of this growth with the material growth of wealth, as made by Prof. Godfrey of Harvard, draws a new light on the subject. Just these figures will suggest our growth of material wealth.

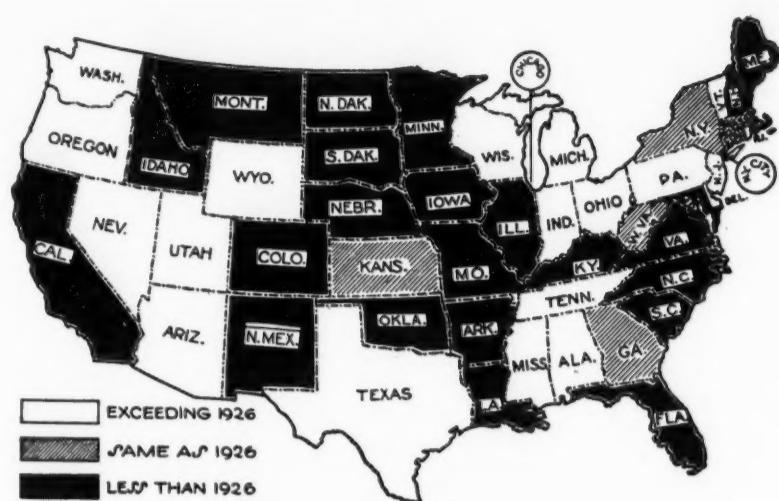
1840.....\$ 3,764,000,000—	402%
1900.....\$ 88,517,307,000—	11,700%
1925.....\$355,300,000,000—	47,273%

Note that the growth of wealth over 1790 is 402 per cent. Then note a 11,700 per cent growth to 1900. But note that the growth of wealth in the past quarter century was quadrupled. The growth for the past five-year period is 2,500 per cent, as against 200 per cent in capital debt for school construction.

We present these figures not in a defensive sense, and for this reason we touch the cold fact, and no more. We urge a study of the bonded indebtedness of the past quarter century and its relation to the local community to discover a sensible, constructive program of progress. Growth and stability built upon a sensible program of knowledge and information will mean our best American development. Building booms or senseless expansions mean reaction and retrenchment. With the great west still expanding and the south experiencing a splendid awakening, and with the shifts in population and possible changes ahead in our immigration legislation, we look for orderly progress in schoolhouse construction based, we hope, on fact quite as much as sentiment.

#### What of the Future?

Our good Republican friends announced a few days ago another gigantic cut in the Federal tax budget. Federal income taxpayers have felt an easing in the payment of Federal taxes. Little or no resentment is felt against the Federal tax. At least the party in power appears to be doing its best in a consistent effort to reduce Federal taxes. The conviction that "somebody must pay for the war" has taken hold and it is accepted as axiomatic.



SCHOOL-BOND SALES IN THE STATES IN 1927

But in municipal and state government, where the cry against the politician means a known group or an attackable individual, the temper of the voter is different. The situation in Illinois illustrates the temper of a people. Fortunately, our school government and our school budgets (except in Chicago) are so well removed from party political control that the voter has little or no occasion to be disturbed over a school election or a school situation.

The fundamental principle of holding the per capita debt to an average low figure, would suggest a conservative, sensible financing program. Of course, there is a variation in tax procedure so that an analysis of the figures without the interpretation of local tax rates will not tell the entire story. In the cities of 500,000 population and over, the city of St. Louis shows a per-capita net debt of \$31.97. The city of New York goes to \$163.74. Philadelphia is \$167.12, but includes city and county debt. The average per-capita debt for the first fourteen cities is \$100.57. Washington, D. C., is not included in the group.

#### In Conclusion

A discussion of the school-finance question may reasonably lead to a few pertinent questions. Can America's school-expansion program continue? Can the American people afford higher school costs than those now exacted? Will the continued piling up of a bonded indebtedness eventually lead to financial embarrassment and grief?

In summarizing this discussion and attempting to afford an answer to the questions growing out of the same, it may safely be asserted that as the country grows and its activities become amplified, the process of school expansion will continue. Whether this expansion will be carried on in the degree and with the speed that has obtained during the past decade may well be doubted. But, to hold that there may be no further widening and strengthening of the schools would be to predict that an era of retrogression had set in. That all further school expansion will proceed with greater caution in the next decade than it has in the last is a reasonable assumption.

As to our ability to support higher school costs, it may be said that the Nation's economic vitality and earning power, on the whole, are sufficient to bear even a heavier burden as this becomes necessary. The adjustment must be found in the fact that, while there are units of population which cannot bear a heavier tax burden for the schools, there are many more that can, and that the wisdom and judgment of the several communities will find the dividing line between the desire for more and better schools and the ability to pay for them. The

(Concluded on Page 136)

**HOLTON HIGH SCHOOL BLEACHERS,  
HOLTON, KANSAS**

**Neal M. Wherry, Superintendent of Schools,  
Holton, Kansas**

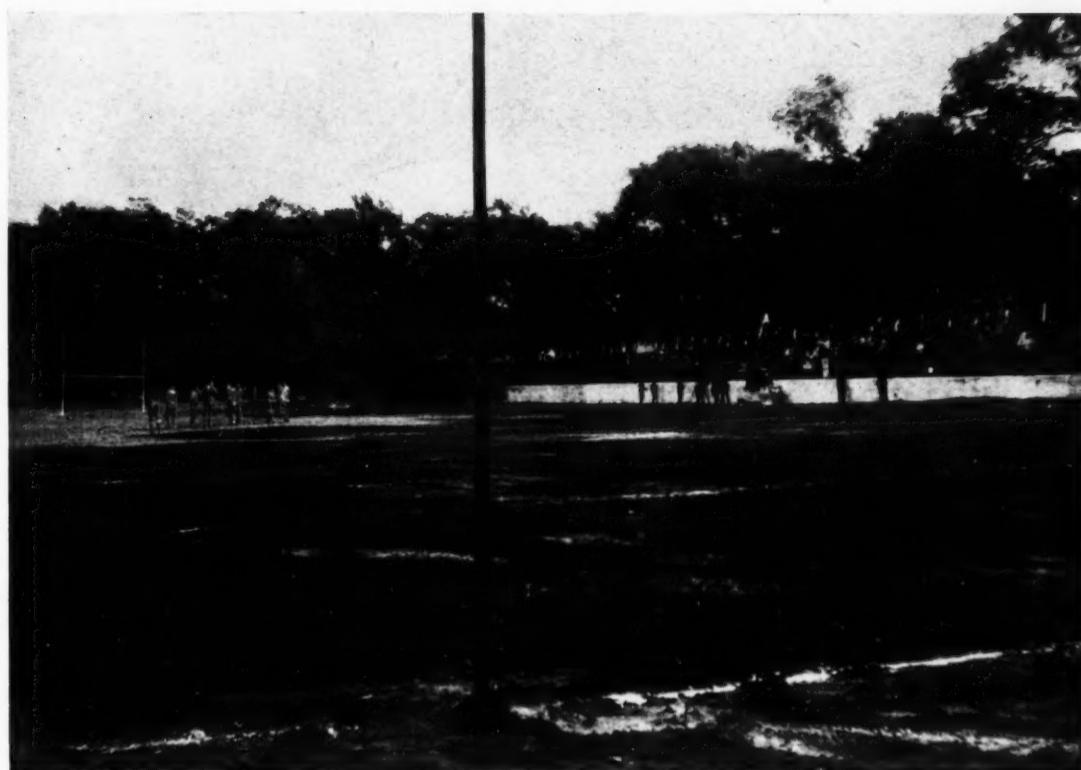
The Holton High School has a most beautiful setting for its athletic field. The school grounds compose an extra large block in the north end of town. The building is set in the center of the block, facing south, and on the top of a moderate-size knoll. On the north edge of the block, directly back of the building and surrounded, except for the street side, with large oak and hickory trees, lies the athletic field.

Years ago the field was wooded, but the trees were grubbed out to make the athletic field in the days of Campbell College, which institution formerly occupied the grounds. Because of the memories connected with that school, the field is commonly known as Campbell Field.

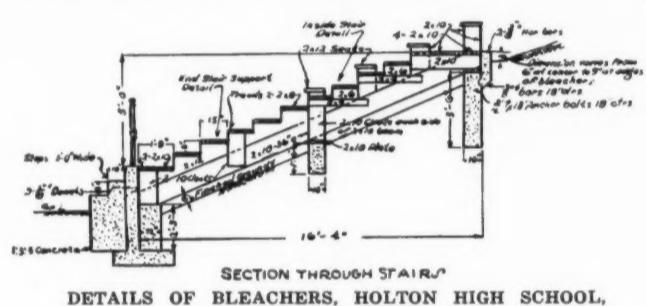
From time to time, after the trees were removed, efforts were made to level the ground. Some \$500 was spent in 1921 in grading the field and it was brought to within one foot of level from end to end and to within 7 ft. of level from side to side, the direction of natural drainage. At that time a board retaining wall was placed at the lower side of the field to prevent washing, leaving the bank on the upper side of the field unprotected and causing considerable washing there.

It was this that led the board of education last summer to ask Black and Veatch, consulting engineers of Kansas City, to draw up plans for a concrete retaining wall on the upper side of the field and to include plans and specifications for bleachers to seat 250 people.

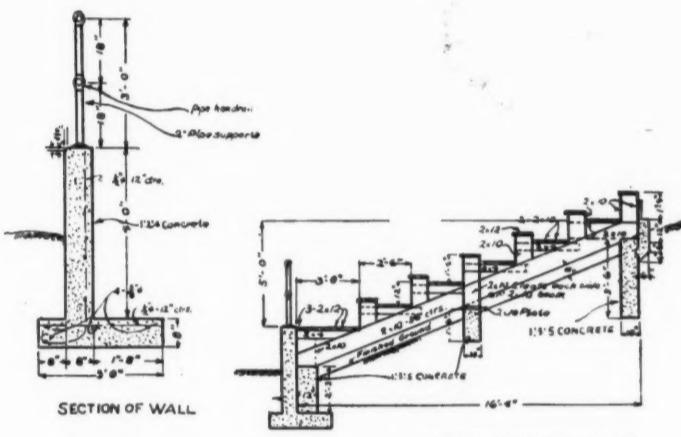
Since the field has been leveled, there is an abrupt slope which gives an elevation of 15 ft. in 25 at the south side and this provided an



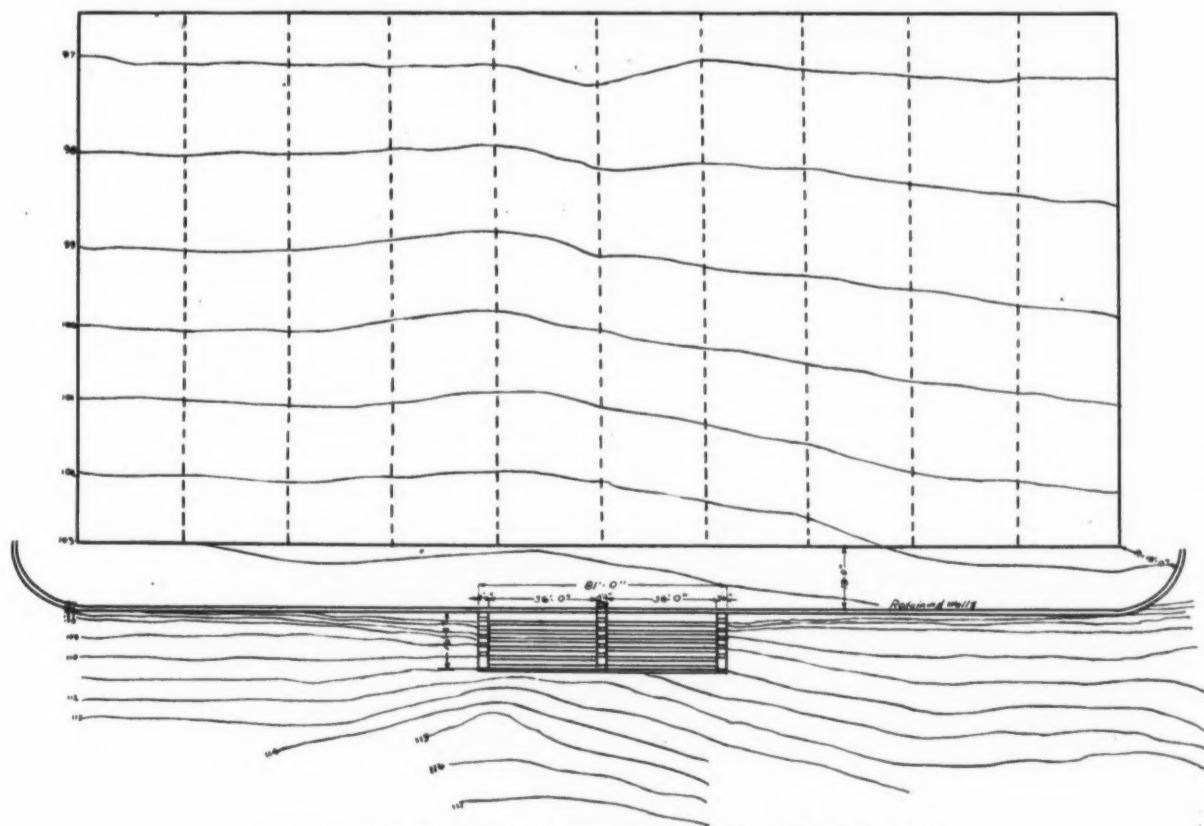
GENERAL VIEW, HOLTON HIGH SCHOOL BLEACHERS, HOLTON, KANS.



**DETAILS OF BLEACHERS, HOLTON HIGH SCHOOL,  
HOLTON, KANS.**



**DETAILS OF BLEACHERS, HOLTON HIGH SCHOOL,  
HOLTON, KANS.**



**DETAILS OF BLEACHERS, HOLTON HIGH SCHOOL, HOLTON, KANS.**



SEAT DETAILS, HOLTON HIGH-SCHOOL BLEACHERS, HOLTON, KANS.



FRONT VIEW, HOLTON HIGH-SCHOOL BLEACHERS, HOLTON, KANS.

admirable slope on which to build the bleachers. Spectators may park their autos back of the bleachers and view the playing field without leaving the cars.

The bleachers themselves rest on concrete foundations just back of the center of the retaining wall. There are six rows of seats, each row accommodating 40 people. The bleachers are made of heavy lumber and are painted gray. They extend 36 ft. from the middle aisle which is on the 50-yard line. Including the aisles, the bleachers are 81 ft. long and are so constructed that additions may be made at any time.

Space has been left between the retaining wall and the gridiron for a five-lane running track.

The contract for the work was let to Mr. John T. Bradley of Whiting. The estimates and bids were based on four items and the prices set by the successful bidder were as follows:

200 cu. yd. excavation.....\$ 90.00

64 cu. yd. 1-2-4 reinforced concrete in retaining wall and curtain wall at top of rear-bleacher foundation wall.... 992.00

20 cu. yd. 1-3-5 plain concrete in bleacher substructure.....	320.00
Bleacher superstructure, lump sum, including:	
6 M. B. M. lumber, 81 lin. ft. 2-in. double pipe rail, anchor bolts and nails, painting.....	782.00

Total.....\$2,184.00

It was later decided to run the pipe rail the entire length of the wall, which is 110 yd. This additional expense, together with other smaller changes in the plans, the fee of the engineers, and the cost of supervision and inspection ran the total cost in the neighborhood of \$3,500. Other recent expenses in leveling the field, covering it with black dirt—the natural soil is very sandy—fertilizing and seeding the grass ran the total amount of money spent on the field in the neighborhood of \$5,000.

The cost of the bleachers per seat can hardly be figured, because the structure, as completed last summer, was of a dual nature. From the

contract figures, however, an estimate for additional seats would be between \$2.50 and \$3 per seat.

It may not be out of place to call attention to the fact that the erection of the retaining wall and the bleachers was a contributing factor to a much more satisfactory football season. The year 1926 was a two-victory season, while 1927 was a one-defeat season.

#### THE FINANCIAL SIDE OF LUNCHROOM ADMINISTRATION

Mr. M. O. Kent, in the February issue of *The Birmingham Teachers' Journal*, discusses The Financial Side of Lunchroom Administration in Birmingham, from the standpoint of the secretary's office. He maintains that a lunchroom should be at least self-sustaining during the school year to justify its existence, unless some means of endowment is provided. Mr. Kent writes as follows:

"In some other large cities, the financial problem of the weak lunchroom is taken care of by combining all the income of the lunchrooms in a common fund, with a central purchasing and disbursing office. This enables the strong lunchroom to help carry the weak and at the same time affords a greater buying power.

"Under our plan each individual school carries its own bank account, with the principal of the school as the treasurer, and makes its own purchases and disbursements. The books of each school are then balanced at the end of the calendar month and a report of the month's business is sent to the secretary's office as follows:

Receipts for the month . . . . .	\$.....
Bal. on hand first of the month . . . . .	\$.....
Total to account for . . . . .	\$.....
Expended during the month . . . . .	\$.....
Balance last of the month . . . . .	\$.....
Unpaid bills . . . . .	\$.....
Inventory . . . . .	\$.....

"We then subtract from the balance on hand at the close of the month, the unpaid bills, and add the inventory, thus ascertaining the financial standing of each lunchroom.

"From time to time, the lunch account, (and all other accounts handled by the principal) are audited by a representative of the secretary's office. This serves a two-fold purpose. First: it helps the principal to solve his financial problems, and second: it protects him from any criticism of the handling of the funds.

"Before listing any figures, I might point with pride to our small margin of profit in the lunchrooms. For a period of six years—the period the accounts have been under direct supervision of the board of education—the average profit per dollar is \$.016. This shows that our lunchrooms are fulfilling their purpose in giving the child the most for his nickel.

"The following figures show the estimated source and use of the lunchroom dollar for 1926-27:

Source	
Sale of groceries, vegetables, sandwiches, etc.	\$ .734
Sale of milk.....	.151
Sale of candy.....	.113
Donations .....	.001
Transferred from other accounts .....	.001

TOTAL.....\$1.000

Use	
Purchase of groceries, vegetables, sandwiches etc.	\$ .648
Purchase of milk.....	.123
Purchase of candy.....	.090
Matrons' and Maids' salaries.....	.121
Equipment purchased .....	.011
To profit .....	.006
Transferred to other accounts .....	.001

TOTAL.....\$1.000

"Below are some figures showing the financial operation of the lunchrooms, including the negro schools. I have used figures from the 1926-27 Report of the Auditor, as the figures

(Concluded on Page 136)

## Index of School-Bond Prices<sup>1</sup>

Harold F. Clark, Indiana University, Bloomington, Ind.

The net-interest rate on school bonds sold in June was 4.42 per cent. The net-interest rate on all school bonds sold in May was 4.35 per cent. The rate in May was the highest of the year up to that time, and June showed a further advance of .07 of one per cent. The rate for June is the highest for any month since October 1927. The combined increase for May and June over April is .29 of one per cent in net-interest rate.

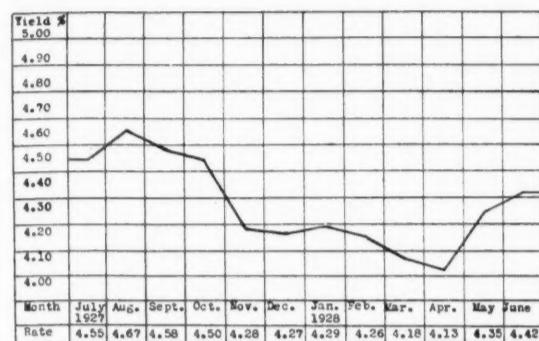


TABLE I. Average Yield of All School Bonds Sold During the Month

It is hardly possible that this rate of increase will continue, and unless the Federal Reserve Banks raise the rediscount rate again interest rates should gradually become lower. Around the first of July "call" money went to 10 per cent, the highest rate since 1920. The Federal Treasury doubtless thinks there will be no sudden drop in interest rates, for the Treasury announced an issue of \$250,000,000 of bonds at 3 3/8 per cent for July. If the Treasury thought there would be any important drop in interest rates in the next few weeks the issue would doubtless have been postponed. Considering all the factors, we think there may be some easing of interest rates in the next few weeks and considerably lower interest rates in the next few months. We see no reason to change our earlier opinion that over a longer period of time there will be a decided lowering of interest rates.

TABLE II  
Amounts and Yields of Bond Issues<sup>2</sup>

	June, 1928
1. School bonds sold during the month	\$ 15,306,150
2. All municipal securities sold during the year (to date)	685,957,473
3. All school bonds outstanding (estimated)	3,338,000,000
4. Average yield of all school bonds outstanding (estimated)	4.64%
5. Yield of school bonds of the ten larger cities sold during the month	4.04%
6. Yield of United States long-term bonds (Quotation the middle of May)	3.28%

<sup>2</sup>The monthly total of school bonds does not include all the bonds issued in the month, due to the difficulty of obtaining the yields on some of the issues.

The high issue in June was up to 6 per cent again, and the low issue only slightly below 4 per cent. Both the high and low issues are much higher than in recent months.

The total amount of bonds sold in June was \$15,306,150, which is a smaller amount than was sold in any other month this year except January. The small amount of bonds sold was no doubt partly caused by the high interest rates. The total sales in June were about \$6,000,000 less than in April, yet the number of different rates was one larger. This means that the average sale in June was much smaller than in May. The probability is that the larger cities were following interest rates more closely and did not sell bonds because of the high interest rates that would have to be paid.

<sup>1</sup>Copyright by Harold F. Clark.

The state indexes show about the usual variation in June. Pennsylvania is the low state with a net-interest rate on all school bonds sold of slightly less than 4 per cent. New Mexico has the highest index of any state for the month, having paid a net-interest rate of slightly less than 6 per cent on all school bonds sold during June.

The total of all municipal bonds sold during the first half of 1928 is not as large as the total sales during the first half of 1927. It will be noticed that the yield has gone up on United States long-term bonds, which means that the bonds are not selling as high as formerly. Government bonds suffered from the prevailing high interest rates, along with all other bonds. Prices of stock reached a high mark about the middle of May and fell rather sharply during June, with a substantial recovery toward the

Year	School	Municipal	All Public and Private	Average Rate at Which Bonds Were Sold Year	Municipal
1927	\$274,000,000 <sup>4</sup>	\$1,450,000,000 <sup>4</sup>	\$7,735,000,000 <sup>4</sup>	1927	4.47 <sup>4</sup>
1926	260,000,000	1,365,000,000	6,311,000,000	1926	4.61
1925	323,000,000	1,399,000,000	6,223,000,000	1925	4.58
1924	288,000,000	1,398,000,000	5,593,000,000	1924	4.26
1923	208,000,000	1,063,000,000	4,303,000,000	1923	4.76
1922	237,000,000	1,101,000,000	4,313,000,000	1922	4.81
1921	215,000,000	1,208,000,000	3,576,000,000	1921	5.18
1920	130,000,000	683,000,000	3,634,000,000	1920	5.12
1919	103,000,000	691,000,000	3,588,000,000	1919	5.04
1918	41,000,000	296,000,000	14,368,000,000	1918	4.90
1917	60,000,000	451,000,000	9,984,000,000	1917	4.58
1916	70,000,000	457,000,000	5,032,000,000	1916	4.18
1915	81,000,000	498,000,000	5,275,000,000	1915	4.58
1914	42,000,000	320,000,000	2,400,000,000	1914	4.38

<sup>3</sup>By special permission based upon sales reported by the Commercial and Financial Chronicle.

<sup>4</sup>Not final.

TABLE IV  
Average Yield of Long-Term Federal-Government Bonds<sup>5</sup>

Month	Past Twelve Months		Past Five Years	
	Year	Rate %	Year	Rate %
1928	1927	3.46	1927	3.46
July	3.38 <sup>6</sup>	1926	3.544	
June	3.39 <sup>6</sup>	1925	3.797	
May	3.35	1924	4.010	
April	3.32	1923	4.298	
March	3.30	1922	4.301	
February	3.36			
January	3.35			

<sup>5</sup>Taken from the Federal Reserve Bulletin.

<sup>6</sup>Calculated from the

New York Stock Exchange quotations and not the final which business men read.

The latest issue of one of the leading weekly financial journals was examined to see if it contained any index numbers. Among the indexes the following were found: an Index of Industrial Stock Prices; an Index of Average Bond Yields; a Weekly Index of Wholesale Commodity Prices; a Weekly Index of Sensitive Commodity Prices; and an Index of Municipal Bridge Costs. All the indexes except the last appear each week.

A recent issue of the Federal Reserve Bulletin, issued by the board of the Federal Reserve Banks, contained the following indexes among others:

Index of production of manufacturers and minerals.

Index of wholesale prices by commodity groups.

Index of prices of farm products.

Index of security prices.

Index of factory employment, payrolls, freight car loadings, wholesale trade, department store sales, department store stocks, and many others. There are many subindexes under some of the items. For instance, under manufacturers there are over fifty indexes of special items; under payrolls there are ten separate items.

A recent issue of an important daily financial journal contained the following index numbers:

Index of prices of railroad stocks.

Index of industrial stocks.

Index of bonds.

The index numbers in these three journals are illustrative of a much larger number that could be given. Almost any technical, trade, or financial journal has one or more index numbers today. Although most of the illustrations of index numbers given above are confined to measuring charging in prices, prices are only one of the many things to which they can be applied.

The list of index numbers above, taken from the Federal Reserve Bulletin, gives an idea of some of the fields other than prices to which index numbers can be applied.

It is important for business men to know if prices are higher or lower than they were. Index numbers of prices give the answer. At times, business men want to know if wages are higher or lower than they were. Index numbers of wages give the answer.

As business men demand more definite information, index numbers are made to provide that information. Will schoolmen fall behind, or will they learn to use index numbers?

end of June which recovery extended over into July. The price of bonds in general has fallen since March, as is shown by the average price of 60 bonds given in Table IV. The prices of

TABLE V  
Security Prices<sup>7</sup>

Date	Average Price of 228 Stocks	Average Price of 60 Bonds
July	211.3 <sup>8</sup>	99.8 <sup>8</sup>
June	210.2 <sup>8</sup>	99.5 <sup>8</sup>
May	221.8	99.7
April	215.2	100.3
March	203.0	100.5
February	191.9	100.3
January	105.6	100.3
1927		
December	196.5	100.0
November	190.0	99.7
October	186.2	99.6
September	191.1	98.00
August	179.3	97.76

<sup>7</sup>As reported by the Standard Statistics Company, Inc. Used by special permission.

<sup>8</sup>Not final.

all commodities and of building materials as shown by Table V after rising the first part of the year seems to be staying at about the same

TABLE VI  
Revised Index Number of Wholesale Prices<sup>9</sup>

Month	Past Twelve Months		Past Five Years	
	All Com-	Building	All Com-	Building
July	98.3 <sup>10</sup>	93.2 <sup>10</sup>	1927	95.4
June	98.4 <sup>10</sup>	93.7 <sup>10</sup>	1926	100.0
May	98.6	93.5	1925	103.5
April	97.4	92.5	1924	98.1
Mar.	96.0	91.0	1923	100.6
Feb.	96.4	91.0		108.7
Jan.	96.3	90.8		
1927				
Dec.	96.8	90.4		
Nov.	96.7	90.2		
Oct.	97.0	91.6		
Sept.	96.5	92.1		
Aug.	95.2	92.9		

<sup>9</sup>United States Bureau of Labor Statistics, 1926=100.  
<sup>10</sup>Not final.

IMPORTANT SCHOOL-BOND SALES For the Month of June, 1928	
ALABAMA—Birmingham, Public School Building	\$ 1,005,000
CALIFORNIA—Kern Co., Union High School District	300,000
CALIFORNIA—Los Angeles Co., Huntington Park City School District	265,000
CONNECTICUT—Stamford, New High School	285,000
ILLINOIS—Blue Island, School District	500,000
ILLINOIS—Du Page Co., School District No. 46	250,000
ILLINOIS—Winnetka, School District	415,000
IOWA—Davenport, School Refunding	270,000
LOUISIANA—Lafayette Parish, Consolidated School District No. 11	536,750
MISSOURI—University City, School District	550,000
NEW JERSEY—Boonton, School District	261,000
NEW YORK—Greenburgh, Union Free School District No. 8	430,000
NEW YORK—Hempstead, Union Free School District No. 28	295,000
NEW YORK—Islip, Union Free School District No. 2	250,000
NEW YORK—Islip, Union Free School District No. 1	500,000
NEW YORK—Niagara Falls, School Series G	390,000
NEW YORK—Sidney and Unadilla, Union Free School District No. 1	315,000
NEW YORK—Ticonderoga, Union Free School District No. 5	500,000



# THE AMERICAN School Board Journal

WM. GEO. BRUCE } EDITORS  
WM. C. BRUCE }

## EDITORIAL

### THE TENURE AND TURNOVER OF THE TEACHER SERVICE

A magazine writer recently made the statement that "about one third of all the public-school teachers of the country are automatically fired every year, that unreasonable conditions are exacted of the teacher service, and that a decline in professional standards is in progress."

It is perhaps useless to attempt an answer to all the current literature designed to bring odium upon those who administer the schools of the country. Nor is it our purpose to defend school authorities against the flashy magazine writer who ignores facts and simply resorts to sensational untruths in order to command attention. There are, no doubt, instances where teachers are unfairly treated and unjustly dismissed, but these instances are no greater than such treatment, and such dismissals apply to other branches of the public service or to private enterprise. But, on the whole, teachers are treated fairly and equitably.

When it comes to the question of tenure of service, or rather the annual teacher turnover, we have a situation which is frequently and wilfully misrepresented. The teacher changes are greater than they ought to be, greater than is beneficial to the school child, and greater than the turnover in the field of commerce and industry.

But, what is the cause? Is it because the school administrator fires the school teacher after a year of service? It is decidedly not. Teachers accept positions in the rural districts with the avowed intention to secure a better school next year. They emigrate from the smaller to the larger unit, from the country district to the village, from the village to the city. The country school is usually a lonely place, and the ambitious teacher is constantly alert for a position that offers more attractive surroundings, and a more lucrative income. That is only natural.

In a country which is large in territory there are thousands of little schoolhouses that are remote from the centers of population. In many of these schools positions are accepted as a stepping-stone to a more attractive offer. The complaints that teachers have broken their contracts in order to accept better positions have been more frequently heard than complaints that school boards had broken their contracts with teachers. Anyone who knows anything about the subject knows that this states the facts as they are.

Every year a new crop of teachers is turned upon the schools only to find that a large fraction travels from the less desirable to the more desirable positions, or retires in order to enter the state of matrimony. That some of these young teachers should prove immature and therefore unsatisfactory is only natural. That

some may entertain peculiar notions as to dress, manner, and the conventions of life, is also reasonable to assume.

The migratory spirit has always obtained in the ranks of the rural school teacher. There is a restlessness which finds expression in a tide toward the centers of population. Trace the story of the important school superintendents and principals of the country and you will find a migration from country to city, from the smaller to the larger center of population.

These changes spring out of the ambition of the schoolmaster and schoolmistress to emerge from restricted conditions to positions where a wider field of service is offered and a more attractive remuneration is afforded. They also spring out of that spirit of progress which is characteristically American, and which watches an opportunity for improvement and embraces that opportunity whenever it presents itself.

The teacher turnover evil, therefore, cannot legitimately be charged to the boards of education. It is due to the restless American spirit, and to that ambition which prompts the school teacher to seek better opportunities and a more congenial field of service.

### CLASHES BETWEEN PUBLIC SENTIMENT AND SCHOOL BOARDS

Among the finer traits in the civic life of the nation is found the deep concern manifested by the citizenship in behalf of its schools. The modern board of education is a typically American institution which gives expression to that concern, and which aims to realize the hopes and ambitions of the citizenship in the furtherance of the training of the youth.

In the relations which exist between the school administrator and the general public, the human element tends to obscure at times the equities and prerogatives that must necessarily exist between the two if harmony and efficiency are to be maintained. The public exercises the right to say who shall administer the schools, but it does not always leave the administrator to exercise that right as he sees it. Thus, the clashes between school boards and groups of citizens during the past year have been frequent and vexatious. They have become particularly spirited in cases of changes affecting the professional service. A school superintendent, principal, or teacher has friends, and sometimes many of them. These friends will protest against a removal or demotion. In time of trouble they will come to the rescue.

The average citizen knows little or nothing of the professional ability of the school people. He knows the schoolmaster or schoolmistress in a social way and finds him or her a likable and capable person. The school administrators, however, have an inside view of things. The board of education is supposed to know the school superintendent, his character and scholarship, and his fitness or unfitness to run the schools. That implies that the school superintendent in turn knows how to select principals and teachers, how to enthuse them, direct them and appraise them. Surely, he ought also to know when, for the betterment of the school system, he must recommend their retirement. Surely, the board of education ought to know, better than anyone else, when the superintendent must be replaced by an abler man.

The frequency, however, with which protest meetings are staged all over the country, in order to secure the revocation of some action dismissing someone connected with the school system, demonstrates an interest in persons rather than in the cause of popular education. It means that the layman who is but superficially informed, seeks to direct the course of those who, presumably at least, are well informed. It remains that the general interest which the American people manifest in the efficiency of their schools must also be attended

with a greater confidence in those who carry the burden of administration. Respect for constituted authority is one of the cardinal essentials in the training of the youth. This applies with equal force to an adult citizenship.

### THE USE OF PUBLIC-SCHOOL AUDITORIUMS

The high-school auditorium of the average community is recognized as a useful public utility. It not only serves a student constituency, but the general public as well. Its services have been widened to a variety of public functions.

Thus, the boards of education throughout the country have been confronted by a community clamor to permit the use of its school auditorium for other than school purposes. In the absence of a community or public convention hall, a high-school auditorium usually affords the most accessible and commodious accommodations for mass gatherings.

The pressure in instances has been so great and the character of the functions so varied, that school authorities have been obliged to draw up definite regulations covering the use of school auditoriums. These regulations have not only dealt with financial considerations, but have taken into account the admissibility of this or that function.

As a rule, school administrators exclude religious and political meetings, and lecturers who engage in controversial questions. The radical reformer, too, is an undesirable character whose admission upon a high-school rostrum must be denied. Some embarrassing situations have arisen where proper care was not exercised in giving the use of a school hall to a social reformer of the radical type. When a fraction of the community has been shocked, the board of education is blamed for admitting him to speak within its school halls.

The policies governing rates and charges have by no means reached a stage of uniformity. Some school auditoriums exact a substantial rental charge, while others merely seek to cover the cost of the janitor and light service. Still others throw the doors of their school halls open to the public free of charge. In the latter case, the school administrators seek to make a contribution to the general progress of the community by encouraging public functions and gatherings. Usually the rental charge varies, too, in accordance with functions exacting an admission charge and those providing for free admission.

It becomes evident that, with the growing popularity of the modern high-school auditorium for public uses, the boards of education in charge of the same must adopt a fixed policy as to the administration of the same, if misunderstandings and embarrassments are to be avoided.

### SCHOOL SUPPORT AND UNTAXED WEALTH

It has become more and more evident in recent years that where popular education does not receive the financial support to which it is entitled, there may also be found some defect in the system of taxation. Those immediately concerned with the administration of the schools have come to realize that there are two courses open in the direction of a remedy.

One of these must be found in a more equitable distribution of the tax burden, and the other in the discovery of new tax sources. In other words, existing tax methods must turn attention to untaxed wealth which lies about, and exact a tribute upon the same either through present or new methods. In looking for new tax sources the course lies in applying the property tax to hitherto untouched natural wealth, or taking recourse to the income-tax principle.

In the state of Illinois, the educators have for some years struggled against an insufficient state school support. They have been conscious

of the fact that the remedy must be sought in an equitable system of taxation. Gross discrepancies between the tax exacted upon property values and the actual wealth of the state have been discovered.

For instance, in 1922 the United States Census Bureau computed the total value of all taxable and exempt property in Illinois at \$22,232,000; while the total assessments aggregated the sum of \$4,000,497,373. In other words, \$22,250,000 worth of property was assessed at \$4,000,000,000. At the same time, the total wealth of Wisconsin was fixed at \$7,866,081,000, while the assessed valuation of the state was \$4,664,407,451. Thus, while Wisconsin assesses itself at about 50 per cent of its true value, Illinois assessed itself on a 20-per-cent basis.

The law of Illinois provides that all property, real and personal, including money and credits, shall be taken at its full 100-per-cent value and then assessed at 60 per cent thereof, to which the tax rate is applied.

There can be no serious objection to a low rate of assessment provided it is uniformly spread and that the tax rate applied is sufficient to yield the required revenue. If the assessments are low, the tax rate applied must be correspondingly higher. If the assessments made upon a 100-per-cent basis mean a tax of \$25 per \$1,000 valuation, then a 50-per-cent basis will mean \$25 on a \$500 valuation, or \$25 on a \$200 assessment. If a tax rate of 2.5 per cent is exacted on a 100-per-cent valuation, then a 5-per-cent rate must be exacted on a 50-per-cent valuation and 7.5 per cent on a 20-per-cent valuation. In either event, the state must get its \$25 whether the assessment be fixed at \$1,000, \$500, or \$200.

But, where a low rate of assessments is permitted without applying a corresponding raise in the tax rate, a discrepancy or insufficient tax yield is certain to follow. And that is exactly what has happened in Illinois.

This example can be carried through to the several states with relatively the same results. The claim may be set forth that it matters little whether the valuations are based upon a 20- or a 100-per-cent basis as long as the rate of taxation is uniform. That is true. But, it is also true that where the 100-per-cent basis obtains, the tax exaction is more equitable than it is where the assessor may play between a 20- and a 50-per-cent valuation.

The conclusion must be that champions of popular education who are faced with an insufficient school support must turn their attention to the science of taxation. They cannot be expected to master the subject in all its ramifications, but they can at least familiarize themselves with the shortcomings of the tax system under which they operate and learn something of the expedients and remedies that lie within their reach.

#### THE EDUCATOR AS A PUBLIC SPEAKER

In a country where popular education is the concern of every citizen, the schoolmaster must be recognized as the outstanding exponent of the public school and its mission. With the advent and the growing popularity of educational gatherings, the educator is not only seen and heard with greater frequency upon the public rostrum, but he has also become a welcome factor at service-club meetings, such as are provided by the Rotary, Kiwanis, Lion, Optimist, and other organizations.

Here it is safe to observe that the schoolmaster always has something interesting to tell. He comes with a message. The public wants to know about the schools. What are they doing? What are the plans of the school administrators? Are they keeping abreast with the march of progress? Are we paying more or less for our schools than other towns? How do our buildings, our school taxes, and our educational

output compare with those of other communities? These and related topics form the basis of the schoolmaster's discussion before a popular audience.

But how does the educator acquit himself as a public speaker? Is he an imposing platform personality? Is he witty and engaging, or prosy and dry? Does he distinguish between a body of teachers and nonteachers? Does he always hit the center spot as far as public interest in education is concerned?

Our answer to all these questions would be in the affirmative. The American educator, as far as our observation has gone, has, in the main, enlisted the interest of his audiences both as to subject matter and the manner of presenting the same. The topic which he discusses does not, in the nature of things, permit of dramatic climaxes or oratorical flights. He must rely upon a terse presentation of facts, figures, and conditions, and at times spice them up with bits of homely philosophy and perhaps some shafts of wit and humor.

It is not claiming too much to hold that in the field of American education may be found today some of the most effective speakers and the finest orators of the country. The modern school superintendent rivals the modern college president. There are city, county, and state superintendents who possess great powers as public speakers and who are able to champion the cause of popular education with great force and eloquence.

The more recent development of the regular state and national educational meetings into monster gatherings has brought the elements of acoustics into serious consideration. With the introduction of the radio amplifier, however, a weak voice may even be carried with resonant clearness to the largest audience. Female voices that heretofore had to be eliminated from spacious auditoriums may now be clearly heard.

It is not only important that the voice of the educator be employed to inspire the professional workers, but it is also of some consequence that he be heard in popular audiences. And when he is heard he must espouse the cause of popular education with power and eloquence. The continued support of the American taxpayer for the schools rests to a considerable degree upon the ability of the educator to carry that cause to the popular mind.

#### THE AMERICAN SCHOOLHOUSE—THEN AND NOW

The American people are gradually awakening to the fact that the modern schoolhouse is something of an achievement, and that its uses have been extended far beyond those exacted from it a few decades ago.

"A schoolhouse, once upon a time, was a plain building containing several rows of desks and a few blackboards. It was used for educating children and had no secondary use. But changing times have made the schoolhouse over into something else again." So writes the editor of the Norristown, Pa., Herald. This editor has in mind the use of school auditoriums for dramatic performances and the like.

The fact is that the modern schoolhouse, as designed for strictly pupil use, has experienced a tremendous change, aside from the innovations introduced for extracurricular work. With the expansion of the courses of study have also come the building changes necessary to house new activities.

Auditoriums and gymnasiums were primarily instituted to serve a school constituency rather than the general public. A spacious auditorium, with a well-equipped stage, however, may serve for a variety of functions outside of the regular schoolwork. The same may be said for school gymnasiums.

The evolution of the schoolhouse, and here we have particularly in mind the modern high school, has led to a structure which is at once

imposing in its exterior and highly utilitarian in interior arrangement. Functions which formerly were housed in the town hall, the old-time opera house, or some fraternal building, are now staged in the high-school auditorium. This structure, if reared in recent years, usually has a commodious assembly hall, and serves ideally for certain public functions.

In fact, the modern high-school building, as exemplified in thousands of cities and villages throughout the United States, and met with even in rural districts, has become a utilitarian structure which not only serves a pupil constituency, but the general public as well. It has in many American communities, become not only the most attractive but also the most important public building.

#### THE LATEST SCHOOL TEXTBOOK SQUABBLE

The charge has been raised recently that the public-service corporations have subsidized college professors in their behalf and have induced educational publishers in shaping textbooks to support their cause. The Federal Trade Commission has carried on an investigation to ascertain the truth or falsity of these charges. Some of the charges have been sustained. The exposures have incensed some of the educators who justly hold that the schools of the land ought not be used for the propaganda of any mercenary cause. And yet if there has been any wrongdoing it is because the public-service promoters have urged the same and some educators have responded. The remedy, therefore, lies with those who are immediately identified with the educational interests of the country, and not with some commission or agency of the Federal government.

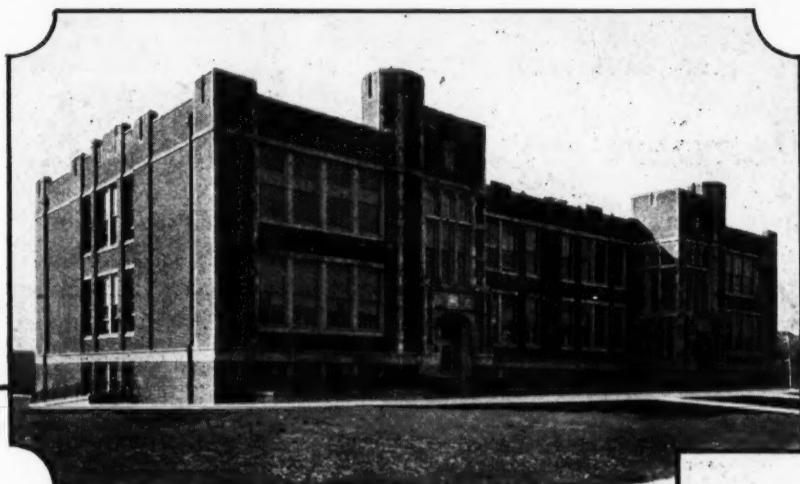
For some years the public-service corporations were in disfavor because of the reprehensible methods in which they had engaged. Then came the era of governmental regulation—local, state, and national. Investments in public-service corporations were opened to the general public. These changes had the tendency to inspire greater confidence and to establish a more equitable relation between the corporation and the general public. It is evident that the more recent departures of the public-service corporations have been to eradicate possible erroneous impressions and to gain greater favor with the public. If in these efforts they confine themselves to the truth there can be no objections. Every enterprise, dependent upon popular favor, has the right to exploit its own cause, provided it resorts to recognized methods. In no instance, however, can the schools serve as the medium of such exploitation. They have a function which precludes propaganda for private or special interests. They are conducted in the interest of the child, and no one else.

It is for the college administrators to determine whether their professors shall engage in outside propaganda service. It is for the common-school administrator to protect his pupils against textbooks that contain false teachings. Surely, the interests of the public utilities cannot consistently be promoted through the medium of textbooks, or classroom instruction.

#### DOMINANT MOTIVE IN EDUCATION

With education established as the objective, all parts of the school system, from the planning of the building program and of the buildings themselves to the graduation of pupils, should be determined from the point of view of the educational needs to be served. Buildings do not exist in their own right nor are supplies and equipment purchased merely for the sake of having them. Custodians are not paid merely for the purpose of keeping the buildings in good condition except that in the final analysis such care makes better education possible. Everything must be contributory to the one dominating motive—the best possible education for the greatest number.—A. L. Threljeld, Superintendent, Denver Schools.





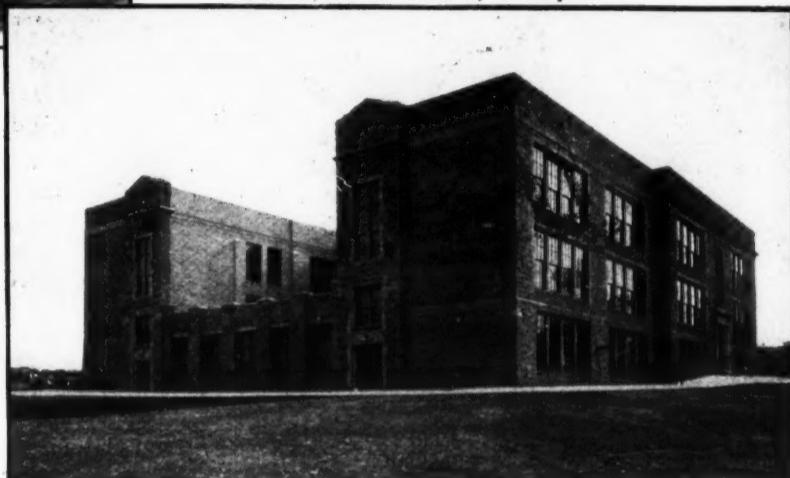
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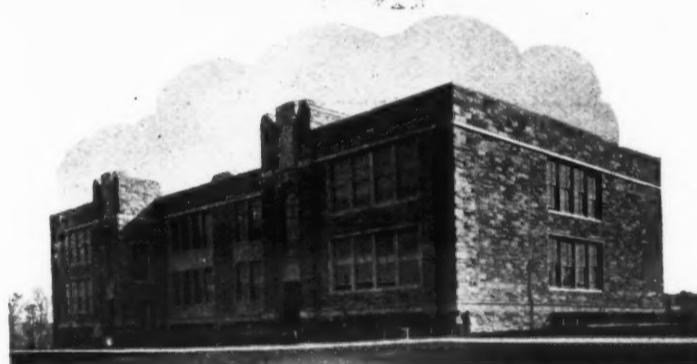
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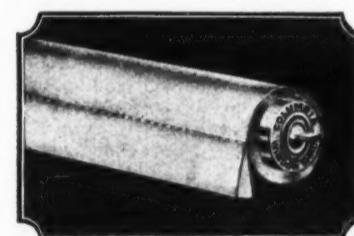
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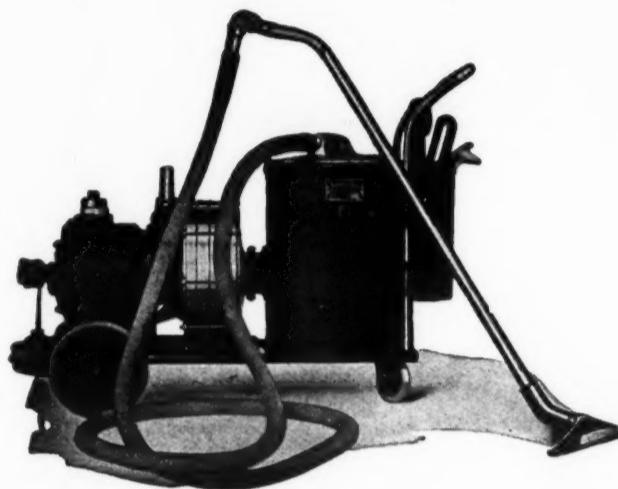
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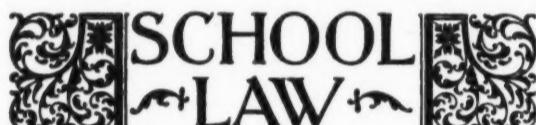


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### Schools and School Districts

A statute authorizing each county to levy and collect certain tax from dealers in automobile tubes and tires and to pay it to the county school fund, is held to comply with a constitutional provision relating to the county school fund (Fla. acts of 1927, c. 12412; Fla. constitution, art. 12, § 9).—*Hiers v. Mitchell*, 116 Southern Reporter 81, Fla.

Separate schools established for Indians in Alaska must be on an equal plane with those maintained for the white race (constitution U. S., amendment 14).—*Sing v. Sitka School Board*, 7 Alaska, 616, Alaska.

The territory of Alaska has power to establish separate schools for Indians (constitution U. S., amendment 14).—*Sing v. Sitka School Board*, 7 Alaska, 616, Alaska.

### School District Property

As regards the right to employ private counsel, the city is held not "legally interested" in the district's litigation requiring the city attorney to assist (California pol. code, § 1576; San Diego charter, art. 3, c. 5, § 2).—*Ward v. San Diego School Dist.*, 265 Pacific Reporter 821, Calif.

A school district has implied power to employ counsel in defending litigation.—*Ward v. San Diego School Dist.*, 265 Pacific Reporter 821, Calif.

Where the counsel who should defend the litigation for a school district refuses to act, the district may employ other counsel.—*Ward v. San Diego School Dist.*, 265 Pacific Reporter 821, Calif.

### School District Taxation

An order for the issuance of county bonds for the erection of schoolhouses, which failed to state the purpose to maintain a school system provided by the constitution, is held void (North Carolina public laws of 1927, c. 81, § 9).—*Hall v. Board of County Commissioners of Duplin county*, 142 Southeastern Reporter 315, N. C.

### Teachers

An oral election and employment of a teacher by two trustees, meeting informally, without notice to the third, is sufficient to make the contract binding.—*Windham v. Black Creek School Dist.* No. 9, 141 Southeastern Reporter 896, S. C.

A contract of employment of a school superintendent, passed by secret ballot, does not bind a board of education (Cahill's revised statutes of 1927, c. 122, par. 137).—*Kimmel v. Board of Education*, Marion School Dist. No. 52, 244 Ill. Appellate 257, Ill.

### Pupils

An order of an attendance officer that school children between certain ages be vaccinated, or be expelled from school, is held void (Ga. laws of 1919, p. 360, § 174).—*Sherman v. Board of Education of Bartow county*, 142 Southeastern Reporter 152, Ga.

### LAW AND LEGISLATION

Validation of a \$30,000 school-bond issue for the Woodland district, Talbot county, Georgia, owing to irregularities in the recent election, was denied by the court. An intervention filed by certain taxpayers of the school district opposing the bond issue alleged irregularities in that some eight or ten had voted who were not of age or otherwise entitled. It was also contended that the registration list had not been lately revised. The election was shown to have been very close, carrying for bonds by only one or two votes, according to the count. It is stated that advocates of bonds plan to call another election on the proposal, the money to be utilized for the erection of a modern building.

—A measure providing for the election of parish (county) school superintendents by popular vote instead of by parish school boards was defeated by the Louisiana legislature by a vote of 59 to 38.

—The supreme court of Michigan has declared unconstitutional the Bohn law whereby 5 per cent of the primary interest fund was placed in a fund to be distributed among the poorer school districts of the state.

—A member of the school board of Eugene, Oreg., has been indicted by the Lane county grand jury on a charge of "furnishing material and supplies for repair of school buildings in which said director had a pecuniary interest." The purchases involve the sum of \$539.80. The indictment is the culmination of charges made during the school-budget election and brought up again from time to time since then.

—The Wisconsin supreme court has dismissed a suit brought by G. F. Loomis against State Supt. John Callahan and others constituting the annuity board of the state teachers' retirement system seeking to enjoin the latter from loaning or paying out the trust funds of the state retirement system to the University Building Corporation for equipping

a memorial building and constructing a field house upon land of the university.

The plaintiff in bringing the suit contended that the leasing of corpus lands to the building corporation was invalid in that it gave state property to a private corporation for private purposes, without compensation.

The defendant pointed out that the university owns the land and needs the building. As the money for erecting the building was not available, it was the purpose to lease the land to a third person to finance the erection of the building and make it available upon terms which would enable the university in time to pay for the building out of the earnings accruing from the operation. It was emphasized that the credit of the state was not being loaned to aid an individual, association, or corporation but was merely a means to the end of securing a much-needed building.

Again, it was pointed out that the plan did not offend against the constitution unless it does give rise to a state debt within the meaning of the constitution. The only obligation of the state is to pay the designated rent stipulated by the terms of the lease. All proceeds arising from the operation of the leased property were to be applied. The court concluded that the transaction did not offend against the constitution prohibiting a state indebtedness of more than one hundred thousand dollars.

The Wisconsin state department of education issued the following relating to the duties of school clerks: "A school clerk who declares that he will not draw an order for the payment of a teacher whom the other two members of the board desire to reengage for the coming school year must understand that if he attempts to carry out his threat he opens the door to unpleasant, unnecessary trouble. In the first place he must remember that he is one of a three-member board and that a majority of the board has full power to contract with a teacher if the board meeting is legally called or held for that purpose. He must further recognize that as a member of the board the law makes it his duty to draw orders for the teacher's salary, and other payments as well, to be made from school-district funds, and further, if he fails to comply with this imperative demand of the statute, he places himself in a position where he may be removed from office or compelled by a writ of mandamus to sign the orders. No one member of a school board is a majority and the majority rules even in the matter of hiring a teacher."

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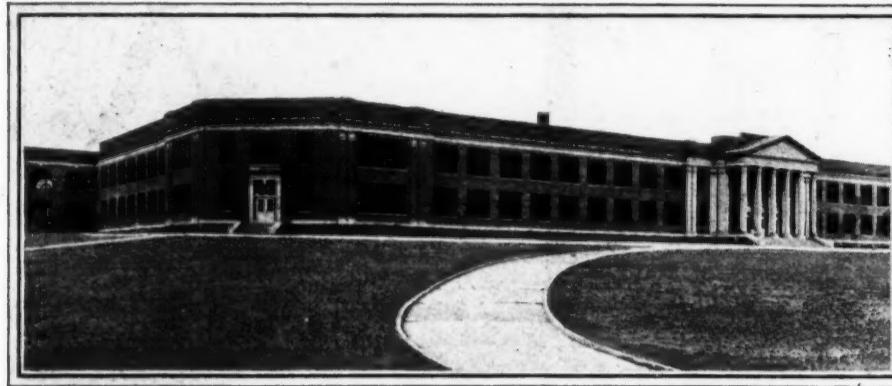


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### Factors That Characterize Superior Teachers

Just what traits of character and what activities distinguish the "superior" teacher from the "just satisfactory" teacher? What points should the supervisor observe in classifying a teacher as "superior," and what factors can the teacher herself watch in order to rise to and maintain her position as a superior teacher? The Chicago Principals' Club, in its third annual yearbook, issued in June, 1928, seeks to answer these questions in a report of a subcommittee on supervision. Twenty-seven factors are stated by the committee as most important in a long list which the committee developed. These 27 characteristics are of interest to school-board officials as high points which superintendents, supervisors, and principals more or less consciously look for in observing the work of teachers and in helping them improve. The factors are as follows:

#### Twenty-seven Most Important Factors That Mark the Difference Between "Superior" and "Just Satisfactory" Teachers

1. Discipline is largely a matter of indirect control; i.e., the teacher so skillfully plans and administers the program of pupil activities that everyone is kept interested and busy so that practically no disciplinary problems arise.

2. Sacrifices extra time and energy for the good of the school.

3. Teacher is economical of time; begins on time; checks absence from a chart; has everything planned and ready; keeps everyone constructively busy all the time.

4. Is deeply interested in her work.

5. Secures pupil activity by the use of purposeful activity to secure interest.

6. Is open-minded toward new movements in education.

7. Assignment is definite in terms of units, projects, or topics, not merely by textbook pages.

8. Has sympathetic and cordial relationship with all pupils assigned to her.

9. Pupils under this teacher are intelligent participants rather than passive recipients.

10. Is sensitive to the best ethical standards of the profession.

11. Group participation is guided economically and productively in the discussion period; i.e., all participate in a discussion relevant to the subject and on a level with the pupil's understanding.

12. Pupils from this teacher succeed well in the next grade.

13. Pupils' goals are clearly outlined before the pupils at all times.

14. Seeks out and makes use of new educational materials and methods of proven value.

15. Pupils are encouraged and led to discover problems for themselves.

16. Has a comparative attitude toward supervision.

17. "Gets on well" with pupils and parents.

18. Pays as much attention to professional improvement as to personal benefits, such as adequate pay, sick pay, tenure, etc.

19. Seeks and follows advice of competent critics and school authorities.

20. Teacher maintains learning situational pupils' attention on work continuously.

21. Both immediate and remote objectives are well defined; i.e., written daily, weekly, and semester plans at hand.

22. Initiative—is inventive, original, resourceful in meeting new situations.

23. Understands child nature; i.e., has an adequate working knowledge of child psychology.

24. Enthusiasm—has active interest in cause, subject, or person.

25. Cooperates vigorously in community service programs.

26. Continues formal study while in service.

27. Makes regular use of time outside of school hours for preparing schoolwork.

In carrying its work to completion, the committee listed in parallel form, a series of factors which are "secrets of success" and "secrets of failure" for the "superior" and the "just satisfactory" teacher.

#### "SUPERIOR"

Interested in their work.

Have sympathetic relationship with all their pupils, respects the feelings of others.

Understands child nature.

They are loyal.

Intelligent, they show understanding.

Their pupils show improvement.

Is idealistic.

Is open-minded.

Has adequate mastery of subjects taught.

Possesses charm.

Is enthusiastic.

Shows initiative.

Is sincere.

Is industrious.

Has dynamic power.

Is kind.

Teaching objectives clearly defined.

Seeks out new educational materials of proven value.

Is courteous.

Possesses poise.

Earnestly strives for professional improvement.

Sacrifices time and energy for the good of the school.

Recognizes and uses the proper technic in the proper place.

It is trustworthy.

Has a sense of proportion.

Makes just and fair decisions.

Recognizes own weakness and strives for improvement.

Has cooperative attitude toward supervision.

Is sociable.

Has a broad background of general information.

Has a broad general knowledge of the field of education.

Is vigorous in health.

Is tactful.

Disciplines by indirect control.

Is optimistic.

Is systematic.

Is alert and attentive.

Good carriage.

Is adaptable.

Vivacious.

Gets on well with pupils and parents.

Neat—of person and dress.

Growth—travel.

Has a sense of humor.

Has a command of good English.

Seeks improvement by experimentation.

Uprightness, cheerfulness, and leadership.

Travel, broad reading, aesthetic sense, and fine heredity.

#### "JUST SATISFACTORY"

Not interested in work.

Are not sympathetic.

Does not understand child nature.

They are not loyal.

Do not show understanding.

Pupils do not show satisfactory improvement.

Is not idealistic.

Will not alter fixed opinions.

Does not have subject matter well in hand.

Lacks winsomeness.

Lacks enthusiasm.

Is not original.

Is not sincere.

Is indolent.

Lacks ability to get results.

Is unkind.

Apparently none are present.

Does not use new methods of proven value.

Lacking in courtesy.

Lacks self-mastery.

Not interested in professional improvement.

Gives no extra time to the school.

Poor technic.

Is not reliable.

Lacks a sense of justice.

Lacks a sense of proportion.

Is not conscious of shortcomings.

Resents supervision.

Lacks sociability.

(Concluded on Page 70)



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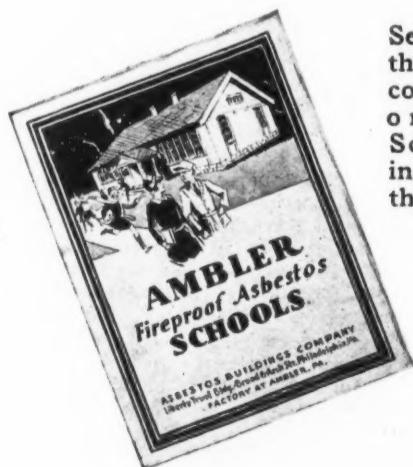
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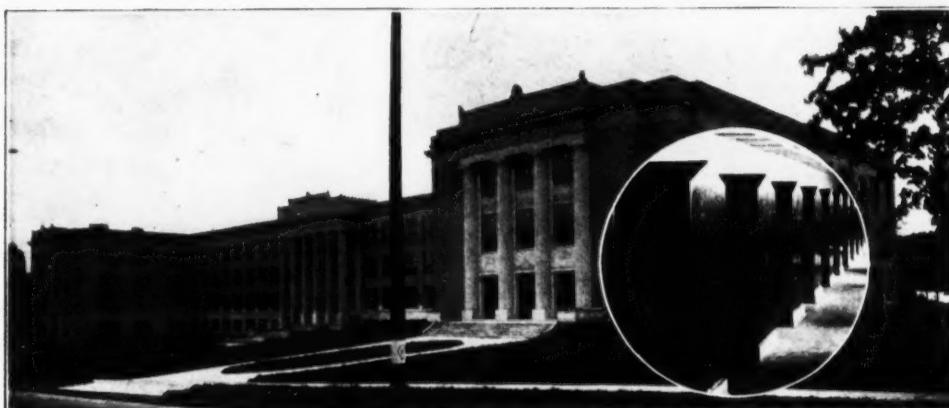
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(Concluded from Page 68)

Lacking in general information.  
Does not have a broad knowledge of field of education.  
In bad health.  
Lacks tact.  
Poor in discipline.  
Lacks a sense of order.  
Not wide-awake.  
Poor carriage.  
Unable to adjust.  
Has trouble with pupils and parents.  
Lacks neatness in dress.  
Has not traveled.  
Has no sense of humor.  
Does not have command of good English.  
Will not experiment.  
Poor drill technic.  
Resorts to threats, nagging, and scolding.  
Deceitful.  
Poor voice, inaccurate, lack of cooperation, lack of firmness, lack of self-reliance.  
Harassing family conditions.  
Neutural personality.  
Mentally unstable.  
Too old.

### EDUCATION IN THE PARTY PLATFORMS

Education received less attention in the Democratic and Republican party platforms of 1928 than it did in 1924, when the Republicans adopted a resolution favoring a department of welfare and education in the Federal government.

The Democratic convention at Houston, Tex., in its platform adopted the following plank concerning the education:

"We believe with Jefferson and other founders of the Republic, that ignorance is the enemy of freedom and that each state, being responsible for the intellectual and moral qualifications of its citizens and for the expenditures of the monies collected by taxation for the support of its schools, shall use its sovereign right in all matters pertaining to education."

"The Federal government should offer to the states such counsel, advice, results of research, and aid as may be made available through the Federal agencies for the general improvement of the schools in view of our national needs."

The Republican National Convention at Kansas City omitted from its platform any mention of a plank for the establishment of a department of education in the national government. A spokesman for the National Education Association suggested a plank but failed to have the plank adopted by the committee on resolutions.

The platform contains a plank admonishing against efforts "to have the Federal government meddle in the field of state activities." The plank declares that the Federal government should be

zealous in respecting and maintaining the rights of the states in order that the balance of the dual system of government may be maintained.

The child-labor amendment, which was a part of the platform of 1924, was also omitted from the 1928 platform.

### HYGIENE AND SANITATION

—Sixty-eight new playgrounds have been made available for the school children of New York City. They will bring the total up to 375. These playgrounds are not all of the open-air and green-fields variety. Most of them, indeed, are gymnasiums within the school buildings. The great city's supply of open green fields is rather limited. But these indoor playing places are very much worth while. They are especially equipped for the use of mothers and babies. They will keep the children off the streets and occupy them. They will put to practical use the vacation leisure. There will be assemblies, exercises, group games, drills, dances, story periods, and club contests.

—The school board of Pine Bluff, Ark., has appointed Miss Pat Hargan, surgical supervisor of the Davis Hospital, as school nurse. She is a graduate trained nurse.

—The health department of Mansfield, Ohio, has introduced a system whereby a child mentally sound and free from physical defects is permitted to wear a blue ribbon. This practice is the outgrowth of remedial work in connection with the institution of child-health examinations in schools, participation in which increased from 720 children in 1921-22 to 4,919 in 1924-25, and culminated in a parade on Child-Health Day, 1926, of nearly 3,700 blue-ribbon children, who were reviewed by the governor and his staff, and the state director of health. An annual blue-ribbon health day has become a local institution, and the blue-ribbon children have become the county's chief pride.

—In a recent health examination of 2,000 working boys 15 to 17 years of age, attending the East Side Continuation School, New York City, it was found that only 225 boys were without serious physical defects. About half were reported to have diseased tonsils or decayed teeth, or both, and a fourth had defective vision, in a few cases corrected by glasses. Other defects were malnutrition, nasal troubles, and heart defects, and 74 showed indications of active or incipient tuberculosis.

—By a recent action of the board of regents of the University of the State of New York, the medical-inspection bureau and the physical-education

bureau of the state education department have been united into a new division to be known as "The Health and Physical Education Division." Dr. Frederick R. Rogers has been appointed director of the new division.

The medical-inspection bureau will be a bureau under the new division and will continue to be under the direction of Dr. William A. Howe, who has had charge of the work for many years.

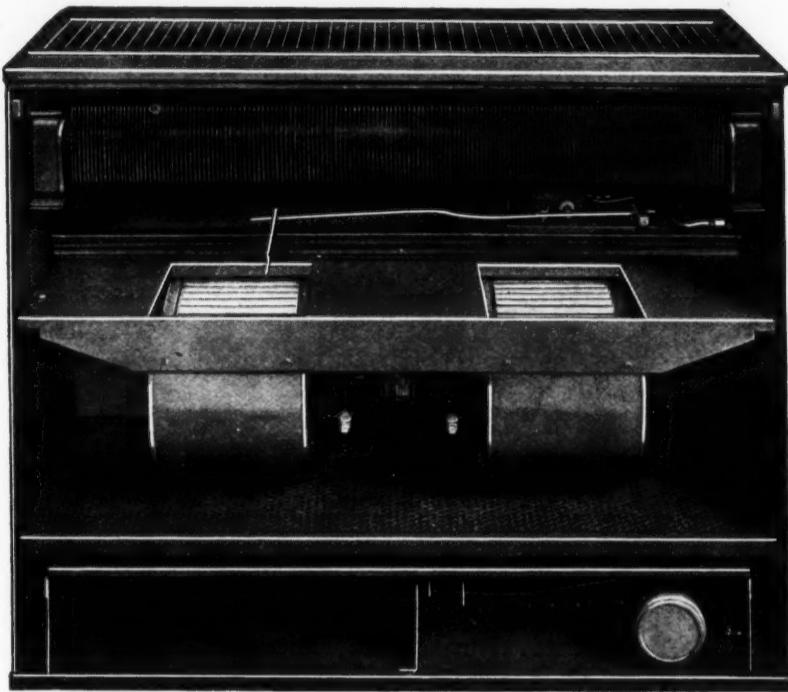
—The high school at Augusta, Me., during the past winter, rendered service to the entire community by opening a skating rink for two months during the winter season. Citizens from all parts of the city joined with the students in this form of recreation. Recently 80 delegates representing thirteen schools, went to Augusta to take part in a winter carnival, a self-supporting festival which cost \$1,000 to arrange.

—The school board of Meriden, Conn., decided not to make vaccination compulsory. The board, however, went on record as indorsing the vaccination treatment and voted to stage annually a volunteer vaccination campaign in the schools similar to the immunization campaign that has been conducted against diphtheria for several years.

—During the month of January, the health officer of Santa Barbara county, California, Dr. F. G. Crandall, administered diphtheria immunizations to 411 children of the county. This brought the total number of children immunized in Santa Barbara county to almost 2,000.

—Dr. John D. McCarthy, director of health of the New York City schools recommends medical examination for those who enter teacher-training schools. He believes that the adoption of this plan will reduce the number of absences for illness caused by ailments contracted before entering the profession.

—The Maryland state department of health, co-operating with the parent-teacher associations and the state education department, is making arrangements for the examination of children who will enter school for the first time in September, so that physical defects may be discovered and corrected before school opens in the fall. There will be conferences for the prospective first graders, in addition to the health conference to be held each month in each county, under the auspices of the bureau of child hygiene. In 1927, the bureau examined at these conferences 6,725 babies and young children.



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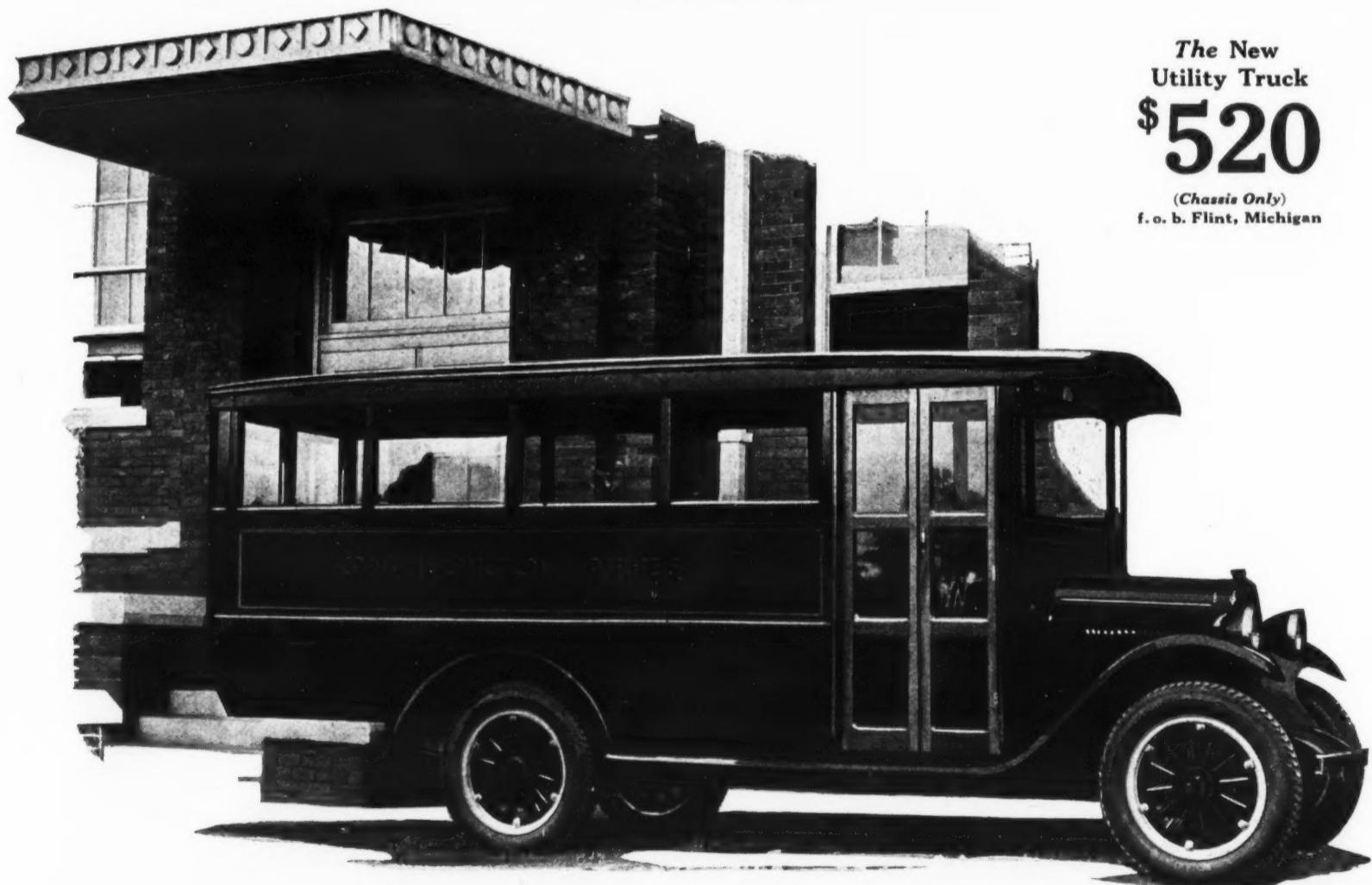
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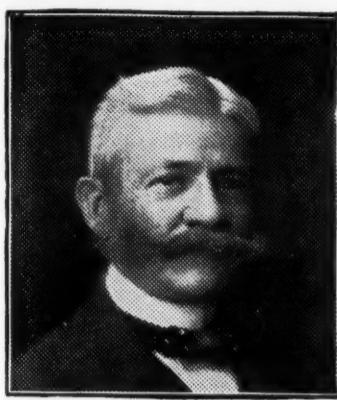
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## SCHOOL FINANCE AND TAXATION

### THE ART OF SCHOOL BUDGETMAKING

"Before a board of education can intelligently adopt its budget for current expenditures, it must consider its entire educational program. If, for instance, the schools are organized with six elementary, three junior-high and three senior-high-school grades, the cost of operating each of these types of schools should be ascertained. If there are special schools the cost of such schools should be carefully estimated. Increase in school enrollment, and many other things have to be taken into consideration. It is thus evident that the school budget cannot be hastily adopted."

So said W. S. Deffenbaugh, Chief of City-Schools Division of the United States Bureau of Education, in a discussion on school budgetmaking.

"Since the budget cannot be prepared without considering the educational program, authorities on school administration recommend that the superintendent of schools, with the assistance of the business manager, the associate superintendents, and the principals prepare a tentative budget showing the amount of money needed for general control, instruction, operation, maintenance, auxiliary agencies, fixed charges, and for the numerous subdivisions under each of these general headings. When the superintendent presents his estimates to the board of education he should be prepared to explain in detail why the amount requested for each item is needed."

No hard and fast rule can be made as to what per cent of the total amount of the budget should be devoted to each item since conditions are not the same in all cities. For example, City A, a southern city, may find it necessary to expend only a relatively small amount for the operation of the school plant, while City B, a northern city, may find it necessary to expend a relatively large amount for this purpose. Conditions vary from year to year within the same system. For instance, a board of education may increase the salaries of teachers, and if other expenses are not increased in like proportion the per cent devoted to instruction would be increased.

The following table is presented to show the per cent of total current expenditures (1925-26) for 35 cities of 100,000 or more population for general control, instruction, operation of plant, maintenance of plant, coordinate activities, and auxiliary agencies, and for fixed charges; also, the lowest and the highest per cent among these 35 cities for each of these main items:

	Per cent of total	Lowest per cent	Highest per cent
General control .....	3.7	1.2	5.5
Instruction .....	76.9	69.6	84.5
Operation of plant.....	9.6	5.3	13.9
Maintenance of plant... .	5.3	1.9	10.7
Coordinate activities and auxiliary agencies.....	2.6	.2	3.7
Fixed charges .....	1.9	.1	5.6

The school system spending the lowest or the highest per cent for any one of the foregoing general items is evidently departing considerably from the average practice in cities of 100,000 or more population.

In considering the school budget, boards of education should watch closely the limitations of income—the amount available from state and from local sources. If the tentative budget is found to exceed the anticipated income, it will be necessary to revise the proposed budget item by item, or else find a way to increase the income so that the budget and the income may balance.

In those cities in which the board of education is fiscally dependent upon some municipal body, the board not only has to give careful consideration to the budget, but it also has to defend it before the city council, the board of estimate or other reviewing body; so, upon the whole, the preparation and the adoption of the annual school budget, require time and all the expert assistance available.

Although authorities on school administration recommend that the tentative budget be prepared by the superintendent of schools with the help of his assistants, in practice the full responsibility for its preparation is not always intrusted to him. In 23 of 48 school systems in cities of 100,000 or more population reporting to the Bureau of Education, the superintendent prepares the budget, in 5 he assists the committee on finance, in 9 he cooperates with the business manager, and in 3 he prepares the "educational part" of the budget. In 2 of the 48 cities the budget is prepared by the business manager, in 2 by the secretary-treasurer, in 1 by

the city commission, in 2 by the auditor, and in 1 by the comptroller.

In 73 of 130 cities between 30,000 and 100,000 population reporting, the superintendent prepares the budget; in 9 he assists the board of education; in 8 he cooperates with the business manager; in 4 with the secretary of the board; in 10 with the committee on finance; and in 3 the superintendent prepares the "educational part." In 6 of the 130 cities the budget is prepared by the business manager, in 12 by the secretary of the board, in 2 by the board, and in 3 by the finance committee.

In 252 of 508 cities between 2,500 and 30,000 population reporting, the superintendent of schools prepares the school budget; in 95 cities the budget is prepared by the board; in 95, by a committee of the board; and in 66, by the secretary of the board.

### SCHOOL TAXATION IN KANSAS

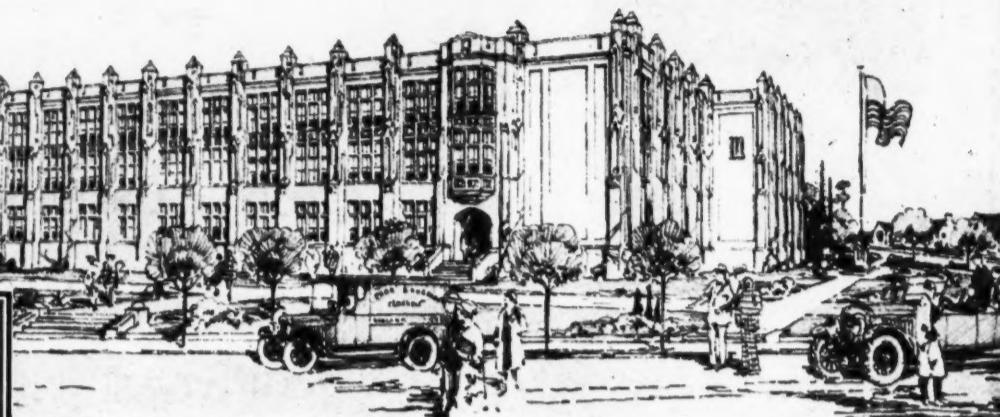
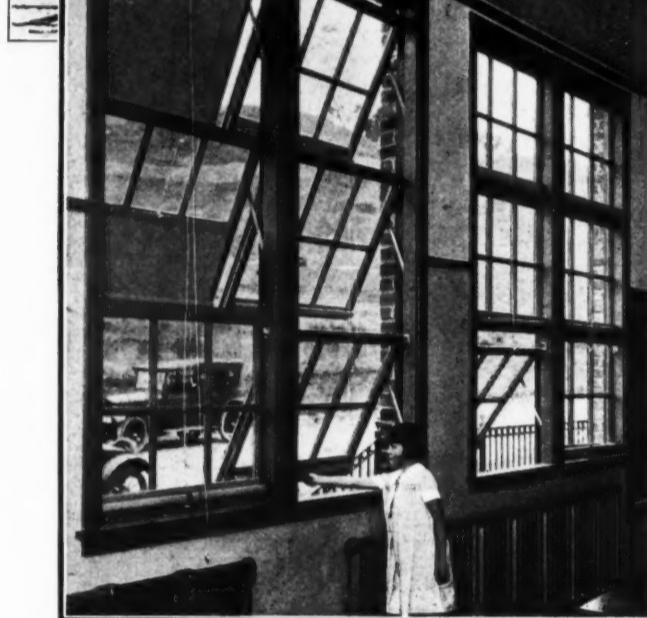
Prof. C. E. Rarick, of the rural education department of the Kansas State Teachers College, Hays, Kansas, speaking before the rural education conference at Pittsburg, on "The Financing of Education in Kansas," pleaded for state aid in solving the financial problems of the rural districts, pointing out that there is a great deal of difference in the number of mills assessed in the various districts. The tax for schools varies from .8 mills in some districts, to 60 mills in other districts. He showed that there is plenty of wealth and income in the state of Kansas, but he also pointed out that the state is not supporting the educational program since the county bears the burden of taxation. Prof. Rarick, in his talk, did not argue for more money, but for equal educational opportunity for all the pupils.

Instead of leaving the raising of revenue for schools to the local school district as at present, Prof. Rarick urged that the state government raise 50 per cent of the present amount spent for schools, and that the other 50 per cent be derived from a tax on luxuries and incomes. He urged that the school people support men in the legislature who will plan and carry out a suitable financial program for the state's rural schools.

### THE COST OF INSTRUCTION IN NORTH CAROLINA SCHOOLS

The state education department of North Carolina has issued a report dealing with the cost of instruction in North Carolina schools for the school year 1926-27, in which a comparison is made between high schools and elementary schools for the

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white race in respect to cost of instruction and those factors affecting it.

The report shows that in 1926-27 it cost an average of \$6.99 a month to instruct each high-school pupil enrolled, and \$2.94 a month to instruct each elementary-school pupil. In other words, high-school instruction costs more than twice as much as elementary instruction.

A noticeable feature of the report is that for the last three years the difference in cost between the high schools and the elementary schools is slightly decreasing. This holds true in both rural and city schools, and is due largely to the increasing cost in the elementary schools. The cost in high schools shows no marked tendency either to increase or decrease, but is practically static.

On the basis of average daily attendance, practically the same situation as to the relation between high-school and elementary-school costs exists. In the high school, it costs an average of \$8.22 a month, whereas in the elementary school, the cost of instruction is \$3.86 per month. There is a difference of \$4.36 in cost in the two types of schools on this basis. Just as in case of the cost on the basis of pupil enrollment, the high-school cost of instruction is more than double the elementary cost.

Just as in the case of the cost on the enrollment basis, the report shows some very definite tendencies after the first year, the average high-school cost slightly decreases from year to year, whereas the elementary cost, on the other hand, shows a definite tendency to increase. This tendency is noticeable in the rural and city systems as grouped separately. The difference in high-school and elementary cost in rural school, in 1924-25, is \$5.12, and \$4.76 in 1926-27. In city schools, the difference is \$3.84 in 1924-25, and \$3.35 in 1926-27.

It is shown that the average city teacher receives from \$15 to 18 per month more than the average rural teacher. In the elementary schools, the difference in per-capita cost between rural and city schools is not apparent for the reason that the average city elementary teacher is paid considerably more than the average rural elementary teacher, more than \$40 per month.

The report indicates very clearly that the difference in training of teachers in the high and ele-

mentary schools in both rural and elementary schools is decreasing due to the gradual raising of the level of elementary instruction. The difference in training of city teachers decreased from 1.237 years in 1923-24 to .613 years in 1926-27.

An examination of the term facts appears to indicate a close relation between the length of term and the training of teachers, and indirectly the cost of instruction. It is shown that a longer school term, higher trained teachers, better attendance, and a higher cost usually go together in any school system.

#### FINANCE AND TAXATION

—Expenditures for public schools, according to the United States Bureau of Education, have doubled since 1920 and the cost of maintaining a pupil in a public school is more than two and a half times as great as it was seventeen years ago. Back in 1913, the cost of schools, divided by the number of pupils actually attending, showed that \$38.31 annually should be chalked up against each of them. In 1916 the figure had grown to \$49.12, in 1920 to \$64.16, in 1925 to \$98.45, while the latest figure available shows an expenditure of \$102.05.

—The Pittsburgh, Pa., board of education had a bond issue of \$1,500,000, which it sold to itself. The prevailing rate of interest for such investments is 4 per cent. The Pittsburgh Gazette, in commenting on the board's action, says: "As the investment of the board, they will bear 3½ per cent interest. Thus, to the taxpayers of the city, there will be saved \$7,500 in interest charges the first year during which the bonds are outstanding and relatively less as the serial issue is retired at the rate of \$50,000 per year over the 30 years for which it is issued."

—The tentative budget of the board of education of New York City has been fixed at between \$127,500,000 and \$128,000,000.

—The finance and budget committee of the New York City board of education, under the direction of Chairman Arthur S. Somers, has begun its budget building for 1929. The committee will be in daily session until the budget is completed.

—A \$50,000 school-bond issue was carried at Guymon, Okla. The bonds contemplate two buildings, one at \$30,000 and another at \$20,000.

—A \$60,000 bond issue for a new high school was carried at Holden, Mo. The vote was 705 for and 88 against.

—University City, Mo., suburb of St. Louis, passed a \$550,000 bond issue for a new high school.

—A \$5,000 school-bond issue was defeated in the Carbon school district (Corning), Iowa. The voters said "no" by a vote of 83 to 50.

—The school board of Dearborn, Mich., cut the budget from \$433,700 from last year to \$366,000, thus effecting a reduction of \$67,700. In comparison of tax rates, the estimated rate of \$11.80 for 1928-29 is considerably under that of last year which was \$15.74. The rate for the year 1926-27 was \$12.42 and that for 1925-26 was \$15.26. Superintendent Ray H. Adams, who has just completed a complete summary and treatise regarding the costs of operation of the Dearborn schools for the fiscal year ending June 30, 1927, amounted to \$126.83 per capita. This figure represents the costs during that year of the current expenses in educating a child.

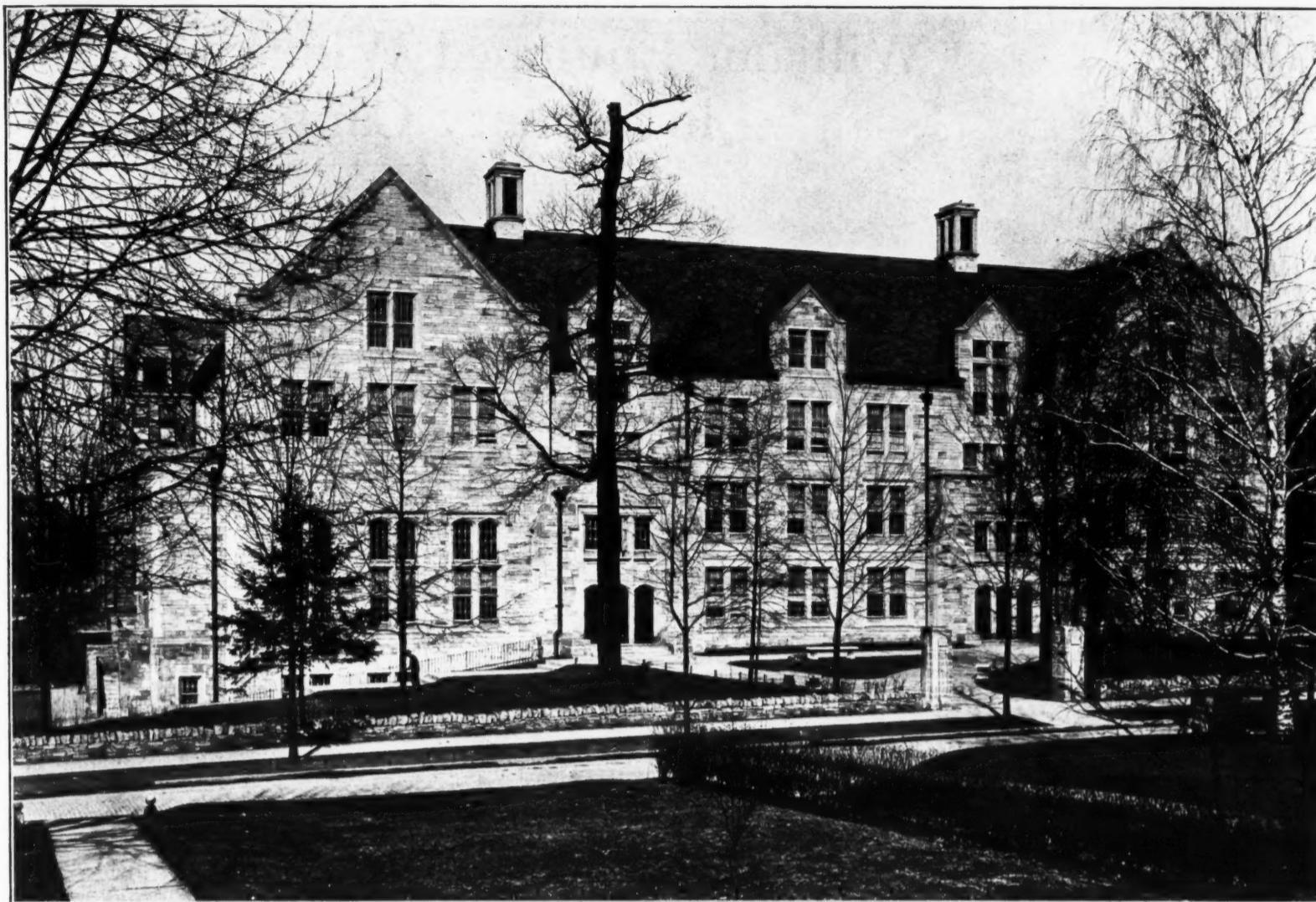
—At Bernalillo, N. Mex., a \$40,000 school-bond issue was defeated.

—The state education department of North Carolina, in a recent pamphlet, discusses the cost of instruction in the white elementary schools of the state. The study, which is based on facts for a number of successive years, indicates fairly well the direction that phase of education is taking.

The report shows that in 1922-23, it cost an average of \$2.58 a month to instruct each pupil enrolled in the elementary schools. In 1926-27, it took nearly \$3 per month. On the basis of attendance, it is shown that the cost was \$3.52 a month for the year 1922-23, while in 1926-27 it cost \$3.86 per month.

In 1922-23, the cost of instruction was \$2.40 per pupil enrolled in rural schools, and \$3.26 in city schools, a difference of 86 cents a month. In 1926-27, the difference in average cost of instruction in rural and city schools was \$1.21 a month. On the basis of average attendance, the difference in cost of instruction was 74 cents in 1922-23, and \$1.16 in 1926-27.

It was found that the cost of instruction is higher in the city schools than in the rural schools. It (Concluded on Page 76)



*Commerce & Finance Building, Indiana University, Bloomington. Robert Frost Daggett, Architect.  
Built of Old Gothic Indiana Limestone Random Ashlar.*

## New Way to Build of Stone Greatly Lowers Costs

THE building shown above illustrates the new way of using Indiana Limestone for facing the entire walls of a building which should prove of interest to every school official who has under consideration the construction of a new school building.

Indiana Limestone for Random Ashlar facing such as this is prepared in sawed strips four inches thick at the quarries and shipped directly to the job. There it is broken into lengths with the aid of an electric carborundum saw, or often an ordinary hand-saw is used, ready for stonemasons or bricklayers to lay it up in the wall. The more expensive cut-stone work is used only for the trim.

This method of construction is being widely used in college and church buildings in various parts of the country. It offers a way of se-



*Indiana Limestone Random Ashlar construction is the newest way of using stone. Costs are much lower.*

curing the full beauty and permanency of a natural stone exterior at a much lower cost than if cut-stone were used throughout.

If you are interested in making your school-building dollar produce a structure that will be outstanding in its permanent beauty as well as practical utility, our Random Ashlar construction offers you a unique opportunity. It is a pleasing variation from the school building with walls of brick trimmed with Indiana Limestone.

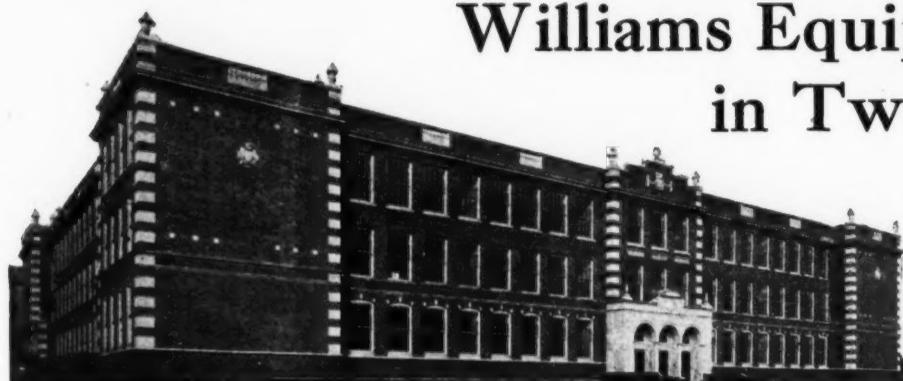
Write for our booklets showing many fine examples of school and college buildings and describing in detail the use of Random Ashlar. The information these booklets contain may show you a way to achieve unusual results along new lines in your school buildings. Address Box 780, Service Bureau, Bedford, Indiana.

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## Williams Equipped Windows in Twenty Canton Schools



Lincoln Junior High School, Canton, O. Vernon Redding & Associates, Mansfield, O., Architects.

Williams Reversible Window Equipment has been installed in twenty new school buildings erected in the city of Canton, Ohio, in the last twelve years. These buildings have better ventilation and cleaner windows at a lower cost because of this equipment. Hence it has been ordered repeatedly.



Lehmann Junior High School, Canton, Ohio.  
Thayer & Johnson, Architects,  
New Castle, Pa., and Cleveland, O.



McKinley High School, Canton, O.  
George F. Hammond, Architect, Cleveland, O.

We have been manufacturing and installing Reversible Window Equipment for twenty-five years.

**THE WILLIAMS PIVOT SASH CO., E. 37th St. at Perkins Ave., CLEVELAND, OHIO**

# WILLIAMS REVERSIBLE WINDOW EQUIPMENT

(Concluded from Page 74)

is true that the larger the city, the greater the cost. The larger systems, with training schools, pay their teachers a higher monthly salary; the number of pupils per teacher is smaller. These three facts working in conjunction with each other, account for the higher cost of instruction in the larger city systems.

A recent report of financial facts of the city schools of San Francisco, Calif., shows that during the fiscal year 1926-27, the cost of operating the public schools of the city and county of San Francisco amounted to \$7,489,121. The expenditures for the year divided among the different departments of the schools are as follows:

Administration, \$167,647; teachers, \$5,925,580; janitors and engineers, \$414,691; or a total paid directly in salaries of \$6,507,919, leaving a balance for other expenses of \$981,201.

Of the balance, \$432,470 will be expended for repairs; \$73,079 for books; and \$150,951 for supplies. These three items must interest builders, booksellers, and paper merchants. A total of \$220,270 will be spent for the operation of kindergartens.

A survey made by the state department of education of Illinois shows the comparative tax rate for school purposes exacted in cities of less than 10,000 population, as follows:

Forest Park, \$5.75; Berwyn, \$4; Cicero, \$3.95; Maywood, \$3.75; Oak Park, \$3.67; Waukegan, \$3.52; Harvey, \$3.42; Blue Island, \$3.38; Herrin, \$3.38; LaGrange, \$3.38; Marion, \$3.38; Murphysboro, \$3.38; West Frankfort, \$3.38; Wilmette, \$3.38; Centralia, \$3.38; Chicago Heights, \$3.12; Evanston No. 76, \$3.06; Evanston No. 75, \$3.03; Granite City, \$3.01; East Moline, \$2.75; Joliet, \$2.75; Mt. Vernon, \$2.48; Streator, \$2.48; Collinsville, \$2.28; Pekin, \$2.18; Belleville, \$2.07; Alton, \$2; East Aurora, \$2; Champaigne, \$2; Decatur, \$2; Kewanee, \$2; Mattoon, \$2; Moline, \$2; East St. Louis, \$1.80; Lincoln, \$1.70; Danville, \$1.70; Elgin, \$1.70; Kankakee, \$1.69; Springfield, \$1.63; Canton, \$1.60; Chicago, \$1.52; Freeport, \$1.50; Bloomington, \$1.38; Galesburg, \$1.38; Peoria, \$1.38; Quincy, \$1.38; Rockford, \$1.38; Jacksonville, \$1.37; Cairo, \$1.27; Ottawa, \$1.24.

The citizens of Blackfoot, Idaho, voted \$150,000 for a new high school and a grade school. More than 1,000 children marched in parade urging taxpayers to support the issue.

—At Hazel Park, Mich., a \$500,000 school-bond issue was voted. Of this amount, \$150,000 will go for a site and \$350,000 for a high school.

—President John Carlson of the board of education of Kansas City, Kans., advocates the pay-as-you-go plan in dealing with school finances. The Kansas City Journal by way of comment says: "Mr. Carlson points out that not only is his city saving much money on interest charges which bonds entail, but taxes also will soon be reduced there as a result of the board's wise policy. And, mind you, the public schools are being fully cared for at the same time. Is that an unbusinesslike, a slow-going, a shameful course for good citizenship to pursue? Will such a program of development ruin a town?"

—Three questions are asked by the school authorities of El Paso, Texas. (1) What would it cost now to have El Paso entirely equipped with the best modern school buildings? (2) What would it cost to build now enough school buildings to accommodate school children here, leaving old buildings as they are, except some remodeling of the worst ones? (3) What outlay is it practicable now to undertake in El Paso for school improvement purposes, leaving other needs for the future? The answer to question 1 is \$2,000,000; to question 2 is \$1,000,000; and to question 3 is \$600,000.

—Indianapolis, Ind. The school board has completed plans for the issuance of \$215,000 in bonds for the construction of a new auditorium at the Arsenal Technical High School.

—Springfield, Mass. Supt. Z. E. Scott recently presented a report to the school board citing the crowded conditions in the school buildings of the city. Supt. Scott pointed out that part-time schedules and portable structures are the only immediate solution of the problem as it exists.

—Vallejo, Calif. The school board has approved the purchase of the Bay Terrace school property from the U. S. Housing Corporation for \$10,000. The building, which was erected during the war, was secured at an exceptionally low price, as the original cost of construction amounted to approximately \$70,000.

—Indianapolis, Ind. The school board has severely criticized the state board of tax commissioners for its reduction of the repair fund and for the delay in approving the bond issue for the proposed technical-high-school auditorium. The school board has been compelled to reduce that part of the budget dealing with summer repairs far below

what the normal cost of operations should be. Approximately \$86,000 was carried in the budget for the summer repair program, and it was pointed out that only one third of the repairwork could be carried out under the present limited allowance.

—Elburn, Ill. The objectors to the erection of a high school recently withdrew their petition for an injunction to restrain the high-school board from issuing \$93,000 in bonds for a community high school. With the withdrawal of the petition, the bonds may be issued and the steps taken to erect the building.

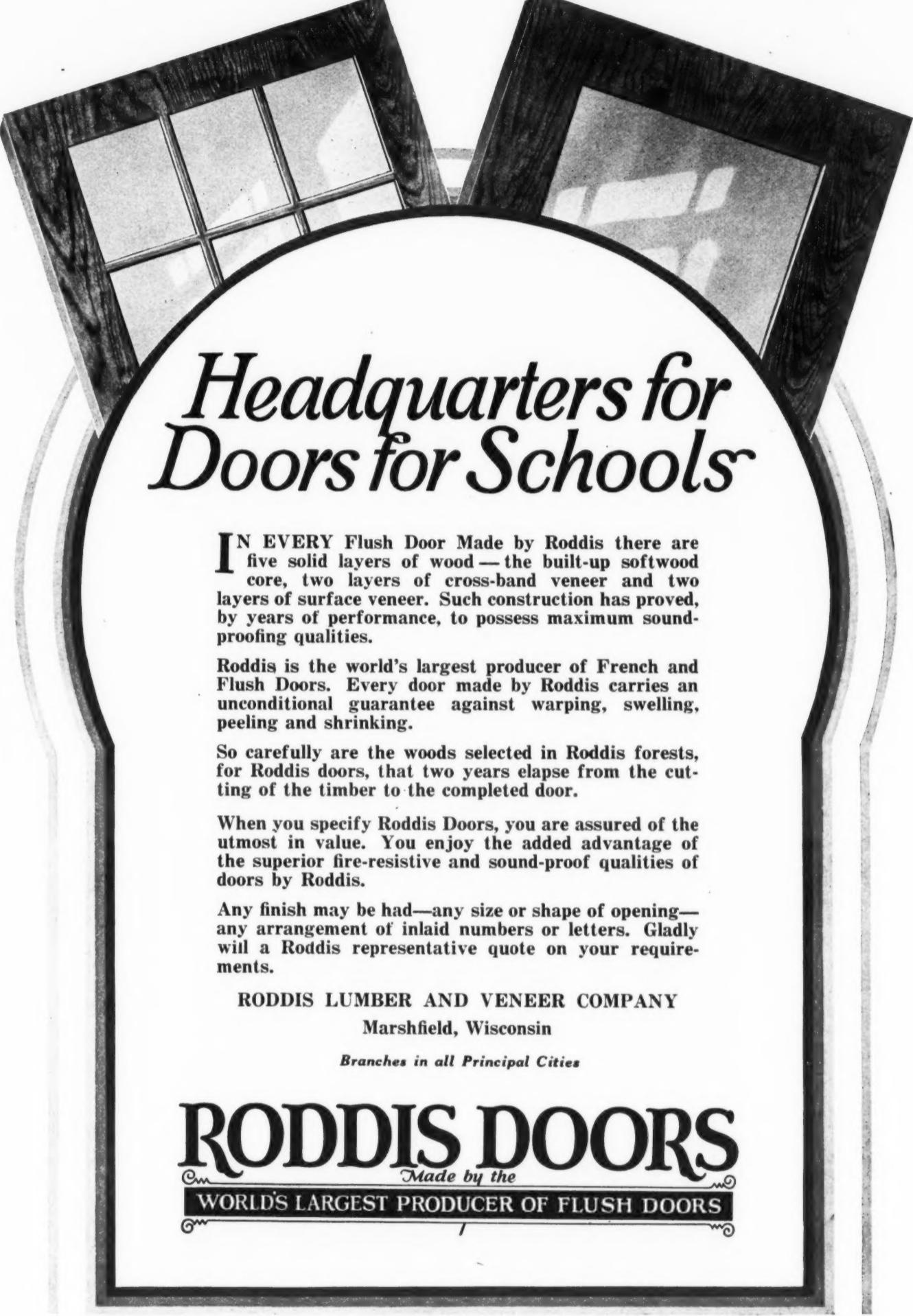
### TULSA'S SCHOOL-BOND INDEBTEDNESS

Dr. Charles E. Chadsey, in making a survey of the school system of Tulsa, Okla., discusses the question of local bonded indebtedness per capita of the population as compared with 44 cities of similar size. Of the list of cities reported, 26 have a higher bonded indebtedness than Tulsa, while 18 cities have a lower debt.

Dr. Chadsey finds that where Tulsa reports \$33.49, Yonkers, N. Y., has \$74.81; Flint, Mich., \$65.95; Canton, Ohio, \$63.50; Oakland, Calif., \$56.01; Des Moines, Iowa, \$55.01; Reading, Pa., \$54.58, etc.

In inspecting the cities with larger per-capita bonded indebtedness than Tulsa, one is impressed by the fact that there is no one section of the country where the people have been especially inclined to bond themselves to an unusually large extent. Cities in Ohio, Colorado, Iowa, Minnesota, New Jersey, Michigan, Indiana, Nebraska, Pennsylvania, California, and New York, report a much heavier bonded indebtedness than Tulsa. Thus the east, the middle west, and the Rocky Mountain region and the Pacific Coast region all contain cities in this group.

In general, the younger cities which have been rapidly growing have a larger indebtedness. This is almost inevitable, for the problem of supplying adequate accommodations for pupils is much more difficult when the population is increasing rapidly than when the increase is slow. Cities like Worcester, Mass., which have had a comparatively slow growth will naturally, even if expensive buildings are provided, have a lower per-capita indebtedness than cities such as Tulsa which have had to build relatively large numbers of buildings in comparatively recent years, piling up indebtedness rather more rapidly than it can be lessened through the retirement of bonds under the serial plan.



## Headquarters for Doors for Schools

**I**N EVERY Flush Door Made by Roddis there are five solid layers of wood—the built-up softwood core, two layers of cross-band veneer and two layers of surface veneer. Such construction has proved, by years of performance, to possess maximum sound-proofing qualities.

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## BUILDING NEWS OF THE SCHOOLS

### NEW FIFTEEN-YEAR BUILDING PROGRAM AT PORTLAND

Construction work has been started on six new school-building projects at Portland, Oreg. The building projects, which total \$1,417,000 in value, are part of the fifteen-year building program recommended by the U. S. Bureau of Education. These, with the buildings under construction at the present time, will bring the active construction total of the board to \$2,453,000, almost exhausting the \$2,500,000 remaining from the second five-year period bond issue.

The new program calls for setting aside \$300,000 of each of the special levies for construction and acquisition of grounds, and places the program on a pay-as-you-go basis. The largest item of the program, which is also the largest for the year, is the High School of Commerce, to be erected at an estimated cost of \$750,000.

Two other buildings included in the projected list are the Llewellyn School, which will cost approximately \$220,000, and the Beach School, costing \$240,000. The Rose City Park School gymnasium will cost approximately \$25,000 and the Jefferson High School gymnasium \$100,000.

The six buildings now under construction are the Portsmouth School, to cost \$274,000; the Sabin School, to cost \$240,000; the Girls' Polytechnic, to cost \$335,000; the second unit of the Terwilliger School; the Linnton School, \$142,000; and the Ainsworth School gymnasium, to cost \$20,000.

### HOLD JANITOR-ENGINEER'S SCHOOL AT PITTSBURG, KANS.

A janitor-engineer's school was held June 4 to 8 at the Kansas State Teachers College, Pittsburg, Kans., with Prof. Marion W. Smith of the Smith-Hughes vocational department in charge. The school, which is operated on the vocational plan, aims to promote the interest of janitors and caretakers in performing their duties with the greatest efficiency by the most approved methods.

A total of 86 men from Kansas, Oklahoma, and Missouri, composed this year's class which was larger than last year.

Dr. C. E. Reeves of Elmira, N. Y., Mr. Ed

O'Dower of Neodesha, Mr. W. R. McNeice of Coffeyville, Prof. G. E. Braley and Prof. Harry Hall were among the lecturers.

At the close of the school, those in attendance formed an association to be known as the State Janitor-Engineer's Association, the object of which is to promote sociability and mutual helpfulness. A board was chosen and a committee selected to prepare articles of organization which will be presented at the next meeting of the association.

The officers are as follows: Mr. L. V. Burfield, Independence, chairman; Mr. Ed O'Dower, Neodesha, president; Mr. W. R. McNeice, Coffeyville, secretary.

#### BUILDING NEWS

—The central school building at Sunapee, N. H., burned on May 28, with a loss of \$50,000, which is partly covered by insurance.

Plans have been completed for the rebuilding of the school, which is to be located on a new site.

—New York, N. Y. The school-building bureau of the board of education has demonstrated that the revision of plans and specifications for new school buildings to safeguard them from water seepage adds but little to the cost. In one contract, bids for which were opened on June 6, the low bid in November was \$322,000, while the low bid in June was \$328,450. In the bidding for the contract for a school at Glendale, the low bid under alternate A was \$527,700. Under alternate B, the low bid was \$528,900.

—Mr. Julius Rosenwald, millionaire philanthropist of Chicago, recently made an additional gift of \$2,000,000 to the Rosenwald Fund for colored schools in the south. Mr. Rosenwald expressed the desire that the Rosenwald Fund, which now exceeds \$20,000,000, be fully expended within 25 years after his death. He is of the opinion that the greatest good can come through the use of the entire sum, both principal and interest, by the present generation.

The Rosenwald Fund is being administered by a board of trustees, of which Mr. Rosenwald is chairman. Some of the money is being used to aid the Southern states in building rural schools for negroes and a certain sum is set aside for the higher education of the negroes.

—Chicago, Ill. A \$400,000 gymnasium for the elementary and high schools of the University of Chicago has been made possible through the gifts of Mr. B. E. Sunny, chairman of the board of the Illinois Bell Telephone Company.

—Stamford, Conn. The new high school in process of completion with cost complete, with equipment and athletic field, approximately \$1,500,000. The building which is considered the largest and best-built high school in the country, has been erected at a cost which is far below that of any similar building. In the erection of the building, the building committee has kept within the appropriation and has obtained superior equipment for less money than was anticipated. The architects of the building are Messrs. Knappe & Morris, of New York City.

—The board of education at Bloomfield, N. J., has awarded contracts for an addition to the high school, to cost \$921,000. The construction program includes an addition of 26 classrooms, a gymnasium, and an enlargement of the auditorium.

—East Las Vegas, N. Mex. The school board has awarded the contract for the erection of a twelve-room grade school to replace a building destroyed by fire. The building which is being erected from plans prepared by architects Meem and McCormick of Santa Fe, will embody the most modern ideas in school-building planning and construction.

—Cambridge, Mass. The school board has made a request for an appropriation of \$650,000 for the erection of a school to replace the Roberts School.

—The New York City school authorities have been forced to plan for a large number of new buildings for high schools and for the organization of new high schools to relieve the present over-crowded conditions due to large increases in the number of boys and girls seeking a high-school education in the city.

Three new buildings are planned at the present time for housing the Tilden, the Abraham Lincoln, and the John Adams High Schools. The first two of these buildings are provided for in the 1927 program, plans of which will be ready next fall.

In addition to these high schools, the building bureau has made plans for a number of other high schools, contracts for which will be awarded in the near future. The board has recently approved plans for the Seward Park, the Textile, and the Evander Childs High Schools, and for additions to the Lane and Newton High Schools. The estimated cost of these buildings ranges from \$2,300,000 to \$2,850,000, and the additions from \$500,000 to \$850,000.

(Concluded on Page 80)



## First Safety And Then Cost-

It is unnecessary to point out to any one interested in school construction the advantages of permanence and fire safety. Schools built with Truscon Metal Lath in the walls and ceilings, I-Plates for the roof deck, Steel Joists in the floors, and Truscon Steel Windows in the exterior walls, possess these obvious advantages of permanence and safety from fire at the same time that other advantages, such as soundproofness, low maintenance cost, superior daylighting and ventilation and the like are gained. Truscon engineers will co-operate with school board representatives and architects in design of schools where the use of these materials is contemplated.

TRUSCON STEEL CO., Youngstown Ohio.

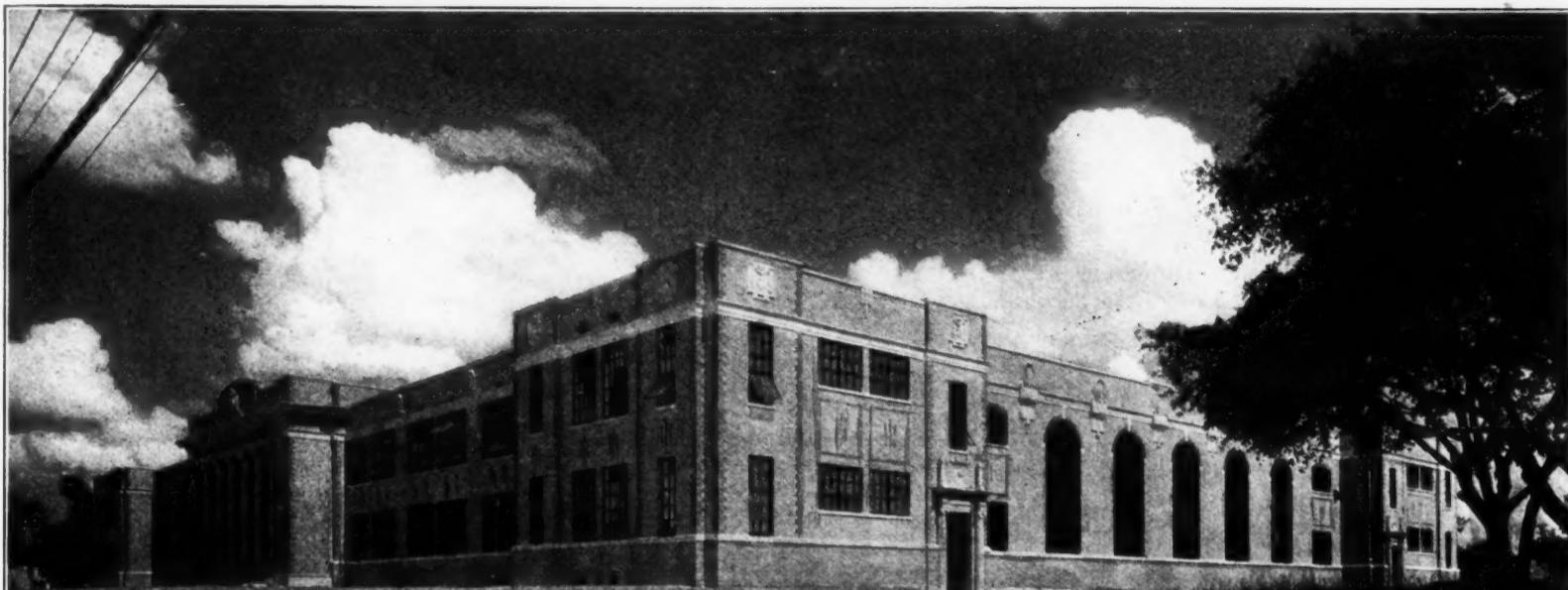
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## LUPTON MAKES STEEL WINDOWS for EVERY TYPE OF SCHOOL

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every form of school construction and has successfully applied these windows to many schools over a period of fifteen years. Before you build, consult Lupton about the windows. There will be no obligation attached to your inquiry.

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**Lupton** STEEL Windows

(Concluded from Page 78)

It is expected that the new buildings for the Roosevelt and the Richmond High Schools will be ready for the fall opening. Later in the term, the DeWitt Clinton High School will be opened to students.

—Walden, N. Y. A new elementary and high school has been completed, at a cost of \$300,000.

—The citizens of Patchogue, N. Y., have approved a new school, to cost \$175,000.

—Bonds in the amount of \$180,000 have been voted for the erection of a grade school and for the enlargement of the high school. A new home-economics cottage will be erected according to plans prepared by a Smith-Hughes representative.

—Los Angeles, Calif. The last three of the forty school tunnels provided for by a bond issue of \$350,000 will be completed in the near future.

—The board of education of New York City has approved the first plans for new school construction submitted by Superintendent of School Buildings, Walter C. Martin, since his election in June. The plans are for Public School 187, Manhattan, and Public School 92, Bronx. The board has also approved the plans for Public School 104, Bronx, the layout of which provides for the erection of sections A and B of the standard M-type building, four stories high, with accommodations for pupils of the kindergarten to 6B grades. The building will contain about 31 classrooms.

—Plans have been completed for a new auditorium-gymnasium, to be erected on the grounds of the Canandaigua Academy at Canandaigua, N. Y. The building will be erected from plans prepared by Architect Wilson Potter, New York City, and will cost \$225,000. It is expected that the building will be completed in May, 1929.

—Keene, N. H. A new school building, costing \$100,000, has been completed in West Keene.

—A survey of the school property at Bogota, N. J., has been made by engineer Rudolph Schweizer, Jr., as a means of establishing correct boundary lines and establishing a permanent record.

—Toledo, Ohio. The citizens have been asked to approve a bond issue of \$5,000,000 for school-building needs covering the next five years, at the next fall election. The proceeds of the bond issue will be used during the five years as required, to carry forward the ordinary expansion requirements of the schools.

—Staten Island, N. Y. A program of school-building construction costing \$1,250,000 will be

carried out in 1928 in order to keep pace with the ever-growing needs of the community. The largest single item in the school-building program is a vocational and continuation school, to cost about \$3,000,000.

In addition to these projects, the 1929 program will include the construction of several new schools and additions to some already built.

The new building program has been started as a result of the opening of new bridges linking the Staten Island borough with New Jersey.

—The citizens of Pleasantville, N. Y., have voted bonds in the amount of \$400,000 for the erection of a senior high school. The bonds for the site amounted to \$40,000.

—Summit, N. J. A junior high school, costing \$380,000, was completed on July 1. The building, which is located in the center of the town, will be dedicated in September, 1928.

—Detroit, Mich. The recent action of the board of education in transferring \$610,000 from the teachers' college fund to the elementary-school building fund, brings the total amount to be spent for new schools, to \$2,824,706. The program includes one new elementary school, nine elementary units, two intermediates, an addition to the Southeastern High School, and a unit of a new school for crippled children.

—Houston, Tex. The board of education has requested Supt. E. E. Oberholtzer to prepare a tentative program of school construction as provided for in a \$4,000,000 bond issue recently voted by the school district. A bond issue of \$1,000,000 was placed on sale on August 1. The board has selected nine Houston architects who will prepare plans and specifications for the various projects in the building program.

—New Britain, Conn. The board of education is facing a program of repairs for the various city schools that is estimated to cost at least \$6,690 in addition to the present sum of \$25,929 available for the purpose in the budget.

As the city council and the board of finance have failed to approve the repair item as provided for in the annual budget, it was decided to have President P. E. King appear before the board of finance with the request that additional funds be provided to provide for the upkeep of the school plant.

The finance committee of the board presented a statement showing that of the \$40,500 appropriated this year for repairs, the sum of \$25,929 remains,

and that there is imperative work to be done costing \$2,414, and in addition, a supplementary list of repairs which will cost \$25,205, thus leaving a gross shortage of \$36,690.

—Construction work has been started on a junior high school at Gloversville, N. Y., to cost \$350,000.

—An appropriation of \$500,000 has been made for a high school at Ticonderoga, N. Y.

—Valley Stream, N. Y. The citizens have approved a proposition to erect a high school at a cost of \$750,000.

—An appropriation of \$250,000 has been made for an addition to the school at Islip, N. Y.

—School District No. 17 of Anderson county, S. C., has announced the sale of \$105,000 in school bonds. Of the total bond issue, \$4,000 will mature on July 1 of each year for 25 years, commencing July 1, 1931, and \$5,000 on July 1, 1956. The funds derived from the sale of the bonds will be used in erecting and equipping school buildings in the district.

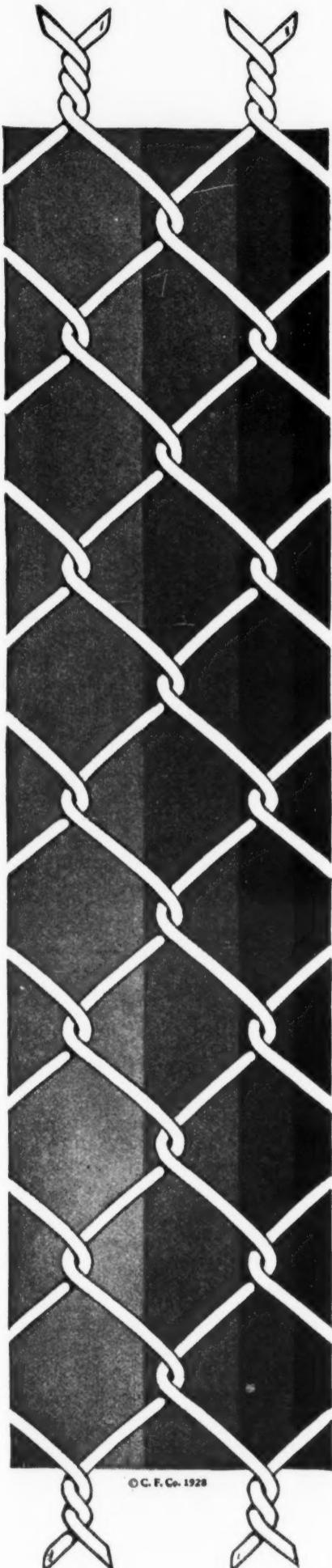
—Chicago, Ill. The school board has adopted a recommendation providing for the employment of a firm of engineers to make a study and to report on the plans and specifications of the 34 schools embodied in the report of the school architect of May 14.

—The new high-school building erected at Verona, N. Y., was dedicated with oratory and music. Dr. Avery Skinner of the state department was the principal speaker.

—The new million-dollar high school erected at Salem, Mass., was dedicated with appropriate exercises. Superintendent George M. Bemis presided. The speakers were Frank P. Morse, state director of secondary education, and Principal Maurice B. Smith.

—A rich program attended the dedication of the new grade school and gymnasium at Charlevoix, Mich. Mrs. Brayton Saltonstall, president of the board of education, presided. Short talks were made by Warren S. Holmes, architect, and Superintendent George H. Coverdale. The dedicatory address was made by Webster H. Pearce, superintendent of public instruction. The new structure cost \$165,000.

—The addition to the Southington, Ohio, centralized school was dedicated with music and speeches. Mrs. Laura McEwan, superintendent of schools, presided. The members of the township board were presented to the audience.



## What Do Fence Specifications Mean?

**S**PECIFICATIONS on fence all sound practically alike. They don't tell the story. They hit only the "high-spots" and leave plenty of loopholes to snare the unwary buyer.

For example, what do specifications tell you about strength and fit of fittings? Design of gates? Full-weight materials? How do you know you won't get light weight tubing instead of standard pipe for line posts? Inadequate concrete post foundations? A crooked top rail? A sloppy job of erecting?

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Don't rely on specifications alone. Near you there is a Cyclone representative. Call him in and learn why you should award Cyclone your fence job. Cyclone prices are right, the fence is right, the erection work is right. A quality proposition throughout.

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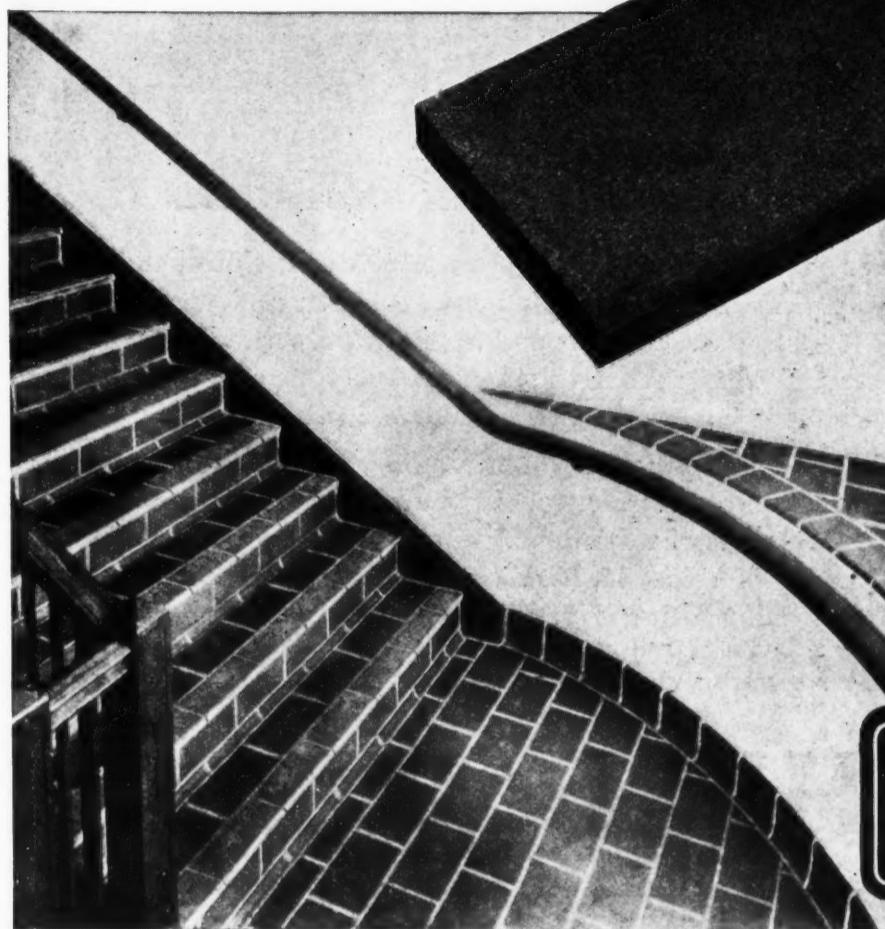
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Alundum Tile (semi-vitreous) is a special tile for special places. It is for ramps, entrances, tread nosings and other locations where walking surfaces should be both non-slip and wear-resisting. Used in combination with other tiles — quarries, faience, flemish, mosaics and flints — it so supplements them as to enlarge their field of usefulness.

The illustration shows Alundum Stair Tile on tread nosings in combination with U. S. red quarry tile in the Cleveland Heights School, Cleveland, Ohio.

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### THE SAN DIEGO SINGLE-SALARY SCHEDULE

The school board of San Diego, Calif., on June 30, adopted a single-salary schedule for teachers. Under the schedule, teachers with equivalent training and experience are paid the same salary regardless of the position to which they are assigned. The schedule of regular teachers' salaries is as follows:

#### Schedule of Salaries for Supervisors, Directors, and Special Teachers

The minimum is \$2,100 and the maximum \$3,600, salary being fixed according to experience, training, and kind of service rendered.

#### Rules Governing the Application of Salary Schedule

1. Ten months of teaching is counted as a school year. Less than seven months (140 full school days) will not be counted.

2. Full credit for first five years (50 months) experience outside of San Diego city schools will be allowed where school system has 35 or more teachers. Half credit will be allowed for all experience outside of San Diego after the first five years (50 months) of teaching. Half credit will be allowed for all teaching experience in school districts having less than 35 teachers (at time teaching was done).

3. Half credit is allowed for all experience in elementary schools outside of San Diego, if teacher is placed on an advanced credential schedule, and also for all experience beyond five years (50 months) in San Diego city schools under elementary credential when advanced credential is accepted at the annual election.

4. Credentials secured and filed with county superintendent after September 10, by teachers in the system, are not recognized for salary advancement until the next annual election of teachers.

5. United States government service during the world war between April 1, 1917, and April 1, 1919, shall be rated, for salary purposes, as teaching experience.

6. Half credit will be allowed for approved practical experience.

7. A special secondary credential is not recognized on salary schedule unless candidate is assigned to teach the subjects for which the credential is granted.

8. A year's leave of absence from the San Diego city schools where a teacher presents on her return, credits for a full year of college work (32 units)

#### Schedule of Regular Teachers' Salaries

Year's Rating	Kindergarten-Primary Credential One Session Only	Gen'l Elem. or Kdgt.-Primary Credential	Gen'l Jr. High or Spec. Sec. Credential	Gen'l Sec. Credential or Equivalent Training
First	\$1110	\$1300	\$1500	\$1700
Second	1170	1400	1584	1768
Third	1230	1500	1668	1836
Fourth	1290	1584	1752*	1920
Fifth	1350	1668	1836	2004
Sixth	1410	1752	1920	2088
Seventh	1470	1836	2004	2172
Eighth	...	1925	2088	2256
Ninth	...	2000	2172	2340
Tenth	...	...	2256†	2400
Eleventh	...	...	2325	2500
Twelfth	...	...	2400*	2600
Dept. Heads (Sr. High)	...	...	...	2800-3000

\*Minimum and maximum for people doing shopwork and coaching.

†Maximum without degree.

The schedule of salaries for elementary-school principals is as follows:

#### Schedule of Principals' Salaries

	Elementary Schools	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.
Class I.....		\$3000	\$3100	\$3200	\$3300	\$3400	\$3500	\$3600
(Elem. ADA 500 or more)								
Class II.....		2700	2800	2900	3000	3100	3200	3300
(Elem. ADA 300 to 500)								
Class III.....		2400	2500	2600	2700	2800	2900	3000
(Elem. ADA 200 to 300)								
Class IV.....		2100	2200	2300	2400	2500	2600	2700
(Elem. ADA 100 to 200)								
Class V.....		1800	1900	2000	2100	2200	2300	2400
(Elem. ADA 50 to 100)								

Note: The ADA in the above schedule is determined in each case by taking the Elementary Average Daily Attendance for the first seven months of the school year. The Elementary ADA for purpose of principalship classification is to be strictly adhered to.

Class I and Class II principals have full-time supervision.

Class III principals have half-time supervision.

Class IV and Class V principals have full-time teaching.

The schedule for junior and senior high schools are as follows:

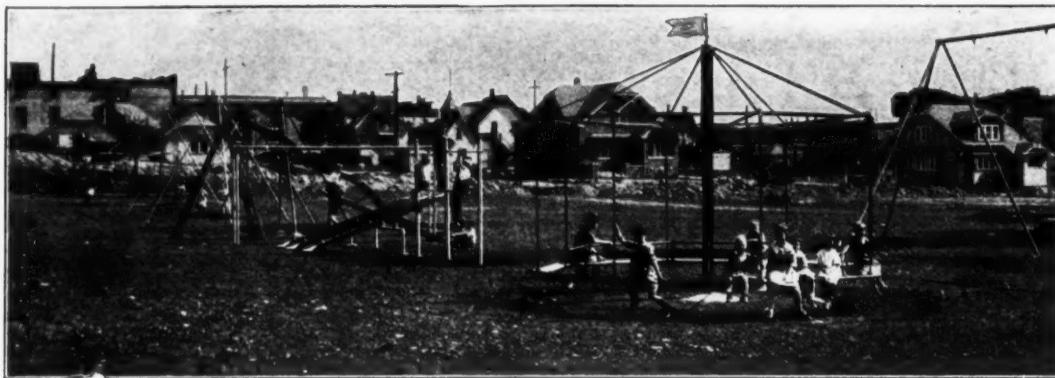
#### Junior High Schools and Six-Year High Schools

	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.
Principals.....	\$3500	\$3650	\$3800	\$3950	\$4100	\$4250	\$4400
Full-Time vice-principals.....	2900	3000	3100	3200	3300	3400	3500
Teaching vice-principals.....	2400	2500	2600	2700	2800	2900	3000

#### Senior High Schools

	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.
Principals.....	\$4500	\$4650	\$4800	\$4950	\$5100	\$5250	\$5400
Vice-principals.....	3400	3500	3600	3700	3800	3900	4000

Note: Beginning September, 1928, all principals will advance one step on salary schedule where length of experience justifies it. No one will be reduced, but where experience does not justify an increase, principals will stay on same salary as at present until length of service justifies advance on this schedule.



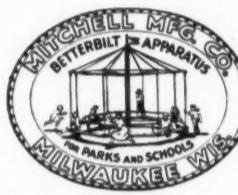
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Above is shown a typical installation of "Mitchell" equipment at the West Allis Playground, Milwaukee, Wisconsin. In the foreground is the Merry-Whirl No. 500 and continuing to the left is the Double Turning Bar No. 60; Four-board See-Saw No. 125; Horizontal Ladder No. 35; 16 ft. Wave Slide No. 315; Three-swing Outfit No. 177; Senior Traveling Ring Outfit No. 195, and Merry-Whirl No. 500.

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will be counted, under the same credential, as a year of teaching experience in the San Diego city schools.

9. Should there not be sufficient funds to maintain the schools during the entire forty (40) weeks, the city board of education and the high-school board of education reserve the right to order the schools closed, and to pay the teachers and other employees of such schools, in full of all demands, such part of the maximum salary fixed for the position held, as the weeks of service rendered are a part of the forty weeks of service required.

10. All experience (teaching, practical, and war service), credits and degrees are to be verified by official statements.

11. A school year is ten months of four weeks each of actual teaching, and teachers are paid at the end of each school month.

#### TEACHERS' SALARIES IN WEST VIRGINIA

The state education department of West Virginia has compiled a schedule of minimum salaries which must be paid in schools outside of incorporated towns and cities of West Virginia. The schedule reads as follows:

Under the rules, districts receiving state aid must adopt the salary schedule given above. The rule does not apply to schools in independent dis-

#### THE ALBANY SALARY SCHEDULE

The school board of Albany, N. Y., has adopted a salary schedule for the professional force, which includes school directors, supervisors, heads of departments, teachers, principals, and custodians. The salaries are as follows:

Superintendent of schools, \$7,500; deputy superintendent, \$5,000.

Supervision and Direction—Business manager, \$3,480-\$4,200; physical education, vocational, drawing, music, and health directors, \$3,100-\$3,700; assistant director of physical education for field activities, \$2,900-\$3,500; assistant director of vocational education and physical education, \$2,400-\$3,000.

Supervisors—Special classes in penmanship and English, \$2,900-\$3,500; primary, \$2,350-\$2,950; kindergarten and handwork, \$2,200-\$2,800; assistant supervisors, special classes, \$1,700-\$2,500.

High Schools—Principals, \$5,000-\$6,000; heads of departments, \$2,900-\$3,500; instructor in voice and orchestra, \$2,750-\$3,350; assistant in mathematics, commercial, English, and physical education, \$1,900-\$2,700; music, \$2,100-\$2,900; second assistant in science and English, \$1,700-\$2,500; head teacher of drawing, \$1,900-\$2,700; head teacher

of physical training for girls, \$1,700-\$2,500; classroom teachers, \$1,500-\$2,300; monitors and substitutes, \$4 to \$7 per day.

Junior High Schools—Principal, \$5,000; classroom teachers, same as teachers in senior high schools, provided they have the same qualifications.

Elementary Schools—Principals in grammar schools, \$2,900-\$3,500; primary schools, \$2,200-\$2,800.

Grade Teachers—Kindergarten, \$1,100-\$1,900; teachers of physical training, of special classes, and health teachers rated as junior-high-school teachers; substitutes, per diem of \$3 to \$4.

Part-Time School—Principal, \$2,900 to \$3,500; assistant principal, \$1,700-\$2,500; head teacher, \$1,900-\$2,700; assistant, \$1,500-\$2,300; teachers of shop classes in industrial-arts subjects, \$1,700-\$2,500; teachers of shop and laboratory, homemak-

ing, cooking, dressmaking, millinery, and related bookwork, \$1,500-\$2,300.

Evening Schools—Principal of high school, \$90 per month for six months; vocational director, \$97.50 per month for six months; elementary and immigrant, principal, \$4 per night, and teachers, \$2.50 to \$3 per night; teachers of home classes, \$1 per hour; attendance officers, \$2 per night.

Director of school gardens, \$800.

Assistant director of dental dispensary, \$10 per half day.

Junior High Schools—Teachers of grades seven, eight, and nine, minimum, \$1,250; maximum, \$2,050. Teachers who in addition to graduation from a normal school or training school have attained three years of the four years' credit required for a bachelor's degree, may attain a maximum of \$2,150. College graduates with two years of successful experience will be entitled to the same maximum as teachers in the senior high school, namely, \$2,300.

Office Force—Supervisor of buildings, maintenance, and repairs, \$2,900-\$3,500; requisition clerk, \$1,250-\$2,050; attendance officer, \$1,500-\$1,900.

#### BESSEMER ADOPTS SALARY SCHEDULE

Upon recommendation of Superintendent J. E. Bryan, the board of education at Bessemer, Ala., has accepted a new schedule of salaries for all teachers and has adopted salary regulations covering the employment, promotion, and dismissal of teachers. The salaries are as follows:

#### Teachers in White Schools

Principals of senior and junior high schools. First year, \$2,280; annual increases for six years, \$120. Salary for the seventh year, \$3,030; annual increases thereafter \$150 to the maximum of \$3,480.

Heads of departments in junior and senior high schools. First year, \$1,620; annual increases, \$90. Maximum salary, \$2,430 in the tenth year.

High-school instructors. First year, \$1,170; annual increase, \$90. Salary for the seventh year, \$1,710; annual increases thereafter, \$105 up to the maximum of \$2,235 in the twelfth year.

Junior-high-school instructors. First year, \$1,065; annual increases of \$75 to the maximum of \$1,740 in the tenth year.

Elementary-school principals in schools having an attendance of 250 to 500 children. First year, \$1,680; annual increases, \$120 up to tenth year.

(Concluded on Page 86)

triets, incorporated towns and cities, high schools, junior high schools, and to salaries of supervising officers.

Higher rates of salary are allowed to teachers of one-room schools and to teachers who attend approved summer schools, or secure special credit. Salaries may not be increased for experience after the sixth year, until the eleventh year's teaching.

Boards of education are not restricted in fixing the salaries of high-school teachers. Outgoing boards of education have authority to contract with teachers, and to fix their salaries for the year following the expiration of their terms of office, provided the salaries specified are authorized by law.

A teacher who has contracted with the board for a salary in excess of an amount authorized by law cannot compel the board to pay the stipulated salary.

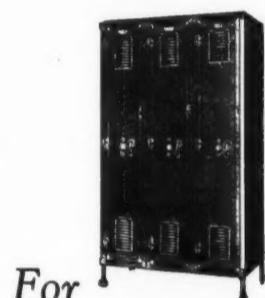
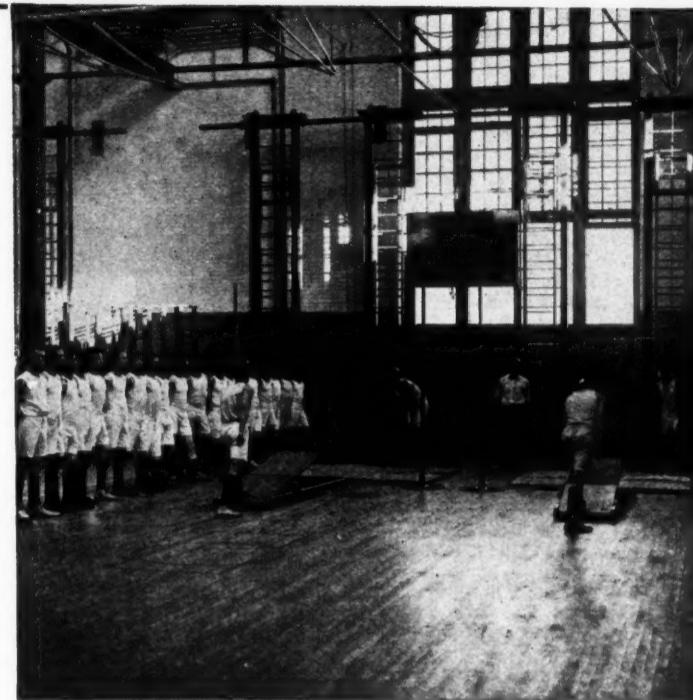
of physical training for girls, \$1,700-\$2,500; classroom teachers, \$1,500-\$2,300; monitors and substitutes, \$4 to \$7 per day.

Junior High Schools—Principal, \$5,000; classroom teachers, same as teachers in senior high schools, provided they have the same qualifications.

Elementary Schools—Principals in grammar schools, \$2,900-\$3,500; primary schools, \$2,200-\$2,800.

Grade Teachers—Kindergarten, \$1,100-\$1,900; teachers of physical training, of special classes, and health teachers rated as junior-high-school teachers; substitutes, per diem of \$3 to \$4.

Part-Time School—Principal, \$2,900 to \$3,500; assistant principal, \$1,700-\$2,500; head teacher, \$1,900-\$2,700; assistant, \$1,500-\$2,300; teachers of shop classes in industrial-arts subjects, \$1,700-\$2,500; teachers of shop and laboratory, homemak-



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(Concluded from Page 84)  
Final increase \$150 to maximum of \$2,700 in the tenth year.

*Elementary-school principals in schools having an attendance of 500 to 1,000 pupils. Minimum salary, \$1,880; annual increases, \$120. Final increase in tenth year, \$150, to maximum of \$2,990.*

*Elementary-school teachers, Class A. First year, \$960; annual increases, \$60. Maximum, \$1,500 in tenth year.*

*Elementary teachers, Class B. Salary in eleventh year, \$1,600; twelfth year, \$1,800.*

*Elementary teachers, Class C. Minimum salary, \$1,170 (third year of service in Bessemer schools); annual increases, \$90 up to \$1,710 in the ninth year. Annual increases thereafter, \$105 up to the maximum of \$2,235 in the fourteenth year.*

*Supervisors. First year, \$1,680; annual increases, \$120 up to ninth year. Increases in tenth year, \$150 to maximum of \$2,700.*

*Special supervisors. First year, \$1,350; annual increases, \$90 up to seventh year; annual increases for eighth, ninth, and tenth years, \$105 each. Maximum \$2,205.*

*High-school and elementary teachers who have received a maximum salary on the high-school teachers schedule and have taught twelve years or more in the local school system may be advanced to a supermaximum at the discretion of the board of education.*

### Colored Teachers

*Principal of high school. Minimum, \$1,000; maximum in the tenth year, \$1,900.*

*High-school instructors. Minimum, \$490; maximum in the tenth year, \$900.*

*Elementary principals. Minimum, \$600; maximum in the tenth year, \$1,140.*

*Elementary teachers. Minimum, \$450; maximum in the tenth year, \$652.50.*

*Night schools. Principals, \$4.00 to \$5.00 per night. Instructors, \$2.50 to \$4.00 per night.*

### SALARY REGULATIONS

#### Credit for Additional Professional Training

Any teacher, supervisor, or principal holding a degree from a standard college or university and who has taught two or more years in the local system may, at the discretion of the board of education, have a permanent increment of \$180 added to his basic salary subject to the following provisions:

a) The presentation of credits equivalent to nine major units above those contained in degree

and obtained from a standard college or university. These must be obtained by attendance at a college or university. (Extension courses not accepted.) These credits to pertain to work applicant is engaged in or approved by the superintendent, and shall be figured on the basis of the University of Chicago major, or the Columbia University point. Credit hours from other colleges must be shown in their equivalent to the University of Chicago major.

b) Credit will be given for three of these units at a time, equal to \$60 per year increment, (\$5 per month for 12 calendar months).

c) In no case shall the total amount given for this training exceed \$180.

d) This credit is not retroactive and is effective for credits obtained after June 1, 1928.

### Rules and Regulations

1. Salaries of all teachers are to be fixed according to the schedule adopted by the board of education. The salaries of teachers in elementary schools shall be grouped in three classes.

2. Class A teachers shall constitute the regularly qualified or professional list of teachers whose salaries are fixed under the schedule at a specified rate per annum.

3. Class B teachers shall constitute a distinguished service group. Elementary teachers who have taught in the local system for twenty years or more and who have reached the maximum salary under Class A, with an exceptional record of distinguished service, may at the discretion of the board of education be advanced to Class B.

4. Class C teachers shall constitute a distinguished service group. Elementary teachers who hold standard college or university degrees who have taught in the local system one year or more may at the discretion of the board of education be advanced to Class C. (Same as senior-high-school schedule.)

5. Graduates of a standard college or university, entering upon elementary-grade or junior-high work may be credited with one or two years of service in the salary schedule.

6. Junior-high-school teachers who hold standard college or university degrees who have taught in the local junior high school one or more years with an exceptional record of distinguished service, may at the discretion of the board of education be advanced to the senior-high-school teachers' salary schedule.

7. Applicants who shall have served in other schools will have such service evaluated upon their appointment, provided no teacher of academic subjects so appointed, in elementary or high school, shall be credited in the salary schedule with more than five years of service.

8. Advancement of salary from year to year shall be dependent upon the character of service rendered as well as upon the length of service. Of this the board shall be the final judge.

9. The board of education reserves the right to determine the advancement of any teacher in salary schedule, according to professional progress, efficiency in service, and general merit. All advancements shall be dependent on available funds.

10. The salaries of teachers in elementary schools, instructors in high schools, heads of departments, supervising principals, and supervisors shall be paid in twelve installments on the last day of each calendar month, the term of employment to commence September first. Teachers' salaries continue through the summer months, regardless of whether or not they expect to return another year, provided they have taught the entire school session and made their final reports to principal.

11. Principals, supervisors, instructors, and teachers who shall enter the service after the close of the first semester shall be employed by the calendar month, and shall be paid for the time of actual service rendered.

12. The salaries of all employees of the board of education who shall, by resignation or otherwise, withdraw from the service of the board before the close of the regular annual session of the schools, shall cease at the time of such withdrawal.

13. All principals, supervisors, instructors, and teachers shall be required to attend the teachers' institute, which shall be held during the week preceding the opening of the public schools of the city. The full per diem salary for each day of absence from institute shall be deducted, except in cases of sickness, when one half of the per diem salary shall be deducted for such absence, except as hereafter noted.

14. Teachers and instructors who are absent from the institute, or from their school duties on account of death in the family or other grave emergency will be allowed three days' absence for such emergency with full pay.

(Concluded on Page 89)

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Northern Hard Maple is warm and dry. It provides a cushioning effect beneath the feet. Reduces fatigue. Cuts down absences due to sickness.

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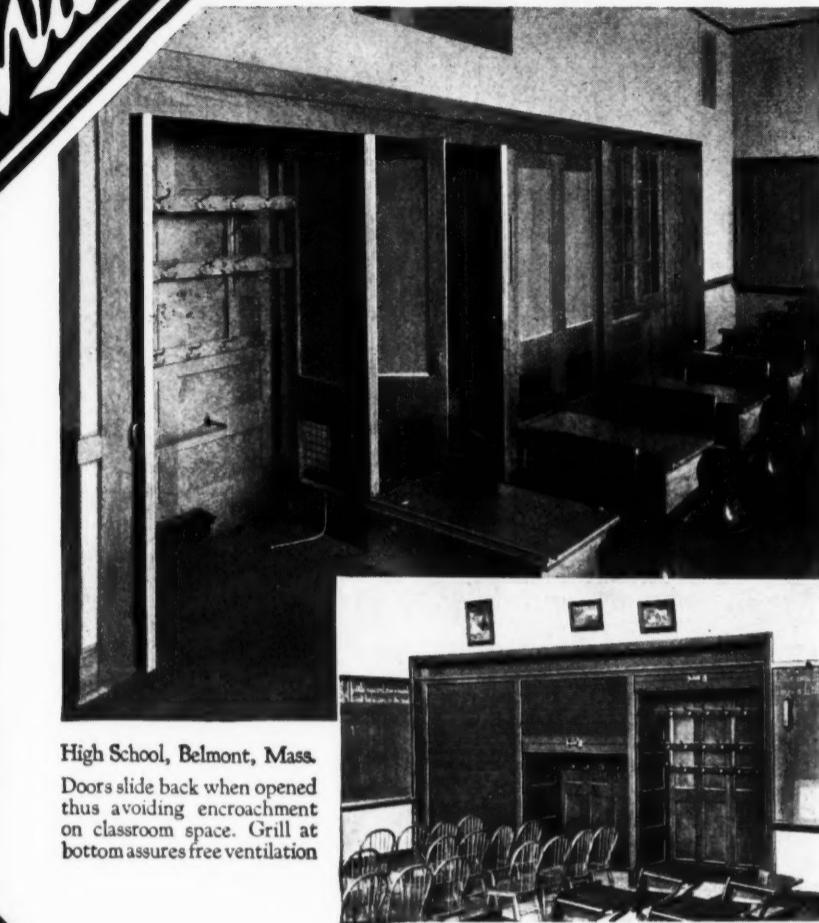
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Teachers approve of this Wardrobe, as it keeps pupils within sight and is an aid to discipline. May be equipped with slate blackboards, materially assisting the room's instruction facilities. Doors operate easily and are out of the way, opened or closed. **The entire wardrobe and equipment are made at the Wilson plant and backed by our guarantee.**

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Also manufacturers of sectionfold and rolling partitions

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(Concluded from Page 86)

15. Teachers who begin work on the first day of the school session, regardless of the time of appointment, shall be paid from September first with deduction for any absence from the institute.

16. If absence from the institute was due to delay in reporting for service, full deduction is made for each day's absence. If after reporting to the institute a teacher is absent, deductions are made according to rules.

17. Teachers and instructors who are absent from school duties on account of sickness will be allowed one-half salary for each day of such absence provided that the total absence during the year shall not exceed twenty days. Teachers who are absent on account of personal business or pleasure shall forfeit their full per diem salary during such absence. Teachers who for any reason shall have been absent for twenty consecutive days shall be automatically dropped from the roll. Teachers who are reinstated after having been dropped from the roll as above provided shall be entitled to one-half pay for the twenty school days less any previous absence for which one-half pay has already been received. A month of twenty days shall constitute the basis of the per diem deduction from monthly salaries on account of absence from duty.

18. Teachers who have taught in the system for a period of ten years or more and who may be absent on account of personal illness will receive full salary for absence not exceeding ten days in any one session provided a physician's certificate is submitted.

19. Teachers who fail to report for duty at the opening of the regular school session in September shall not be entitled to pay for that part of the month of September prior to the opening of the schools. The salaries of teachers and other employees appointed after the opening of the schools shall begin with the date of their entrance upon actual service.

20. The board of education reserves the right to discontinue the services of any teacher upon notice of ten days. Teachers withdrawing from the system shall be required to give the board ten days' notice of such withdrawal.

21. The principal of each school and the supervisor of such department shall be required to keep an accurate time roll of the service of the teachers, or other employees, under their immediate charge,

and shall report the same to the superintendent on the twenty-fifth of each calendar month, reporting any absences after the twenty-fifth on the next succeeding.

#### QUALIFICATIONS OF TEACHERS

1. *Heads of departments in high school.* An applicant for a position as head of a department in high school must have the following qualifications: (a) He must be a graduate, with at least a bachelor's degree, of a standard college or university. (b) He must present evidence that he has had one year or more graduate work in a university, with the subject under consideration as a major topic. In lieu of graduate work, an experience of not less than three years in teaching the subject, together with summer work at a university, may be accepted.

2. *Instructors in senior high school.* To qualify for the position of instructor in any department of the senior high schools, the applicant must be a graduate, with at least a bachelor's degree, of a standard college or university with one year or more teaching experience.

3. *Instructors in junior high school.* College degrees for 50 per cent of teaching force, with at least three years, preferably four, beyond high school of professional training for remaining 50 per cent and one or more years' teaching experience.

4. *Special teachers in high school.* Applicants for positions as teachers in special departments, such as vocal music, free-hand drawing, manual training, home economics, and physical training, will be required to furnish evidence of scholarship equivalent to that of a graduate of a normal school, and in addition, must show proficiency in the special department for which application is made.

5. *Temporary assistants in high schools.* Application for service as temporary assistants in special departments, such as manual arts, domestic science, and physical training will be required to show evidence of proficiency in such departments.

6. *Principals of elementary schools.* An applicant for a position as principal of an elementary school must have completed a course in a standard college or university, or give evidence of academic training equivalent to such a course; and, in addition, must give evidence of successful experience as a teacher.

7. *Teachers in elementary schools.* An applicant for a position as a teacher in any grade of an ele-

mentary school must be at least 19 years of age, and must possess the following qualifications:

a) Minimum academic requirements shall be the completion of a four-year high-school course of study, supplemented by graduation from a standard normal school, including instruction in physical and health education, vocal music, free-hand drawing, and elementary industrial arts.

b) In lieu of the professional course, the applicant may be permitted to substitute a course of not less than two years of successful work in any standard college or university. Graduation from such an institution may be credited in the salary schedule as the equivalent of one or two years of experience.

8. *Supervisors and special grade teachers.* Applicants for positions as supervisors, or as instructors in special departments must possess adequate general scholarship, professional knowledge and skill, together with successful experience in such department.

9. *State certificates.* All teachers giving instruction in the public schools of the city will be required to comply with the provisions of the state law, and to secure from the state department of education a certificate to teach in Alabama. This Alabama state teachers' certificate must be filed with the board of education before a teacher will be eligible to teach in the public schools of the city. Teachers holding diplomas or certificates in other states should communicate with the state department of education at Montgomery, Ala.

10. *Married women.* Married women are not eligible to positions as regular teachers. The marriage of a teacher while in service automatically terminates her contract.

11. *Special requirements.* Teachers in elementary schools who are unable to teach drawing or vocal music satisfactorily may be required to pay for the time of a supply teacher who shall give the class instruction until the teacher shall qualify.

12. *Assignments.* All teachers are elected or appointed to the public schools of the city, subject to assignment or reassignment to grades or classes by the superintendent and may be required to hold a health certificate from a reputable physician.

The adoption of these practices and adjustments in the salary schedule will not constitute cause for reduction or radical increase of any present salaries. This represents an attempt to standardize the practices and progress.

## The Minneapolis Convention of the N. E. A.

Successful Summer Meeting of Great Teachers' Organization

The National Education Association is exhibiting steady and gratifying growth in memberships, in breadth of service to the schools and to teachers, and in general stability. Its leadership seems to be rapidly outgrowing the nervous overanxiety and haste which characterized its policies during the years immediately following the war. In fact, the controlling spirits of the Association are rapidly gaining in perspective, and are applying themselves to the problems of education and of the professional and material welfare of educators with considerable confidence, moderation, foresight, and even tolerance for opposing viewpoints. The recent convention in Minneapolis, July 1 to 6, gave evidence in more than one way, of the new order of things and proved to be a typical, busy summer meeting of rather better than average size—a women's meeting, and a teachers' meeting.

The first and immediate interest of the N. E. A. is the professional and material welfare of teachers and school officials. The Minneapolis convention again gave evidence of the fact that salaries are not the high point of attack for professional welfare, but rather an inevitable concomitant of genuine teaching service and ethical conduct, combined with careful preparation, reasonable tenure, and reasonable freedom. The Minneapolis meeting was distinguished by a series of reports touching upon professional problems involving the ethics of teachers, professional solidarity, tenure, retirement, allowances, etc., each the result of genuine study.

### The Program

The program of the week centered itself, as much as a program of several hundred addresses may, on education for citizenship. The Representative Assembly and the general morning sessions were held at the same hour so that the average member was hard pressed to choose between the more or less oratorical efforts of the general meetings and the businesslike statements of the Assembly. Each afternoon from 30 to 40 departmental meetings were held. All in all, any one person could attend only three sessions a day and listen to only fifteen or sixteen out of a possible 65 or 70 papers.

At the opening general session, greetings were presented by local officials and by E. A. Hardy from the Canadian Teachers' Federation. The response was made by Francis G. Blair of Illinois. President Cornelia Adair limited her address largely to a report of her year's presidential activity. Exercise of the utmost care to "avoid introduction into the public schools of propaganda of a kind that will bias" future judgments of children was urged by Miss Adair. Asserting that salaries of teachers have not increased as much as standards of instruction, she said that well-trained young persons will be forced into other work unless the public appreciates the direct relationship between better teachers and better salaries. The progress made in raising the standard of training for teachers is astonishing, but with few exceptions, salaries have not increased in an equal proportion.

Development of a finer professional spirit within the ranks of educators is perhaps the greatest service of the National Association, Miss Adair concluded.

Senator Simeon D. Fess of Ohio, provided the Association with its Fourth-of-July oration and incidentally defended the prohibition amendment. He traced the history of the United States from the signing of the Declaration of Independence. "The drawing up of the constitution with its new basis of government resting on the people was a radical innovation in the eighteenth century, but it has come to be adopted wholly or partially as a basis of government throughout the world," he said. "No country has advanced these principles as far as America, yet everywhere we find an infiltration of the principles formulated by the founders of the United States." The principles of Jefferson are now fundamental in this country and their acceptance has seen the rise of the United States to its present power and influence, and its economic strength.

Human resources must be conserved and attempts to squander them by changing or nullifying prohibition after millions have been spent on educating the youth to the contrary must not be tolerated, Senator Fess declared. He spoke at length on the necessity of fighting back any movement which is aimed at dissipation of human resources built up and conserved by the eighteenth amendment.

"Our government always has met its social and moral problems in its own way, solving them as they arise. The conservation of human resources is of commanding interest and must be at the basis of the modern state. Billions have been spent for the safeguarding of childhood and the education of the youth of this country. This welfare must not be destroyed. Groups and individuals who seek to change existing standards are raiding our national budget of untold amounts," he stated.

At the final general session of the Association, H. C. Horack, Esq., of Iowa City, Iowa, spoke on the "Ideals of the American Bar Association," and Dr. Will Mayo of Rochester, on "Standards and Ideals of the American Medical Association." This was the first time that the N. E. A. listened to statements of the ideals of the two great professional organizations in America.

A feature of the general sessions was the international note introduced by speakers representing various foreign governments and international organizations interested in education.

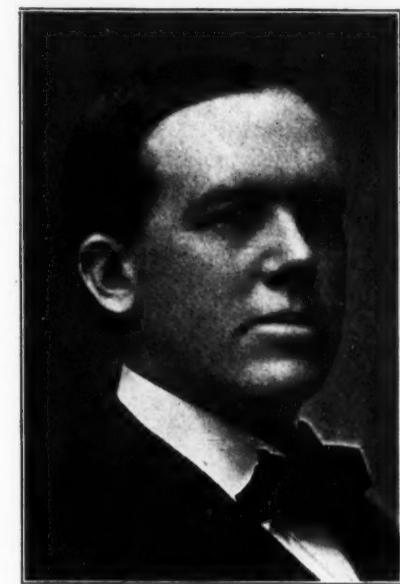
The relations of the school and the home were strongly emphasized by representatives of the National Congress of Parent-Teacher Associations. The importance of the same was made clear by Mrs. S. M. N. Marrs of Austin, Tex., president of the Congress. "We have been prone to think of the school as the only educational agency, but when we define education as growth, we see at once that it is not confined to the school," she observed.

### The Departments

Two departments of the Association have been growing at a remarkable rate. It seems quite natural that the great preponderance of classroom teachers should cause their department to increase like the proverbial mushroom, but it is surprising that the group of departments interested in secondary education should exhibit almost as great a growth. At Minneapolis the secondary-school groups provided a series of most valuable papers on teaching problems, while the classroom teachers contented themselves with round-table discussions and considered largely the problems of local organization. The Department of Adult Education came forward with a program that reflected the enormous interest which is being taken for continuing the instruction during the productive, active years of adult life.

### Reports and Association Business

By far the most important report of the first session of the Representative Assembly was that on "The Ethics of the Profession," by a committee headed by Miss Sarah T. Muir of Lincoln, Nebr. Although the committee has not completed its work, the chairman laid down principles which were almost unanimously supported by some four thousand teachers with whom the committee communicated. Unfair use of office for promoting herself or injuring other teachers, sale of supplies and similar unethical conduct was condemned. School officials came in for censure in Miss Muir's findings, for failing to give due notice of dismissals, failing to recommend teachers for positions in other communities, etc. The Federal education bill was again indorsed in a committee report, as was also the report of Dr. P. P. Claxton, who headed a committee for the recasting of the by-laws, looking toward the reorganization of the convention machinery. The Assembly turned down one recommendation of Dr. Claxton for a reduction in the ratio of representation of local organizations in the assembly. Quite evidently increased size is considered no barrier to the consideration of Association business and the possible increase of membership to 2,000



UEL W. LAMKIN

Northwest Missouri State Teachers' College  
Elected President of the National Education Association  
Mr. Uel W. Lamkin, who has been elected president of the Northwest Missouri State Teachers' College, and is the first Missourian to be elected to that office since James M. Greenwood was given this honor thirty years ago.

Mr. Lamkin was state high-school inspector for two years, was state superintendent of schools for two years, chief of the division of rehabilitation for one year, and director of the Federal Board for Vocational Education for one year. He has been a member of the executive committee of the Missouri Teachers' Association for the last three years, and has been active in promoting uniform standards for admission and graduation and for reasonable uniformity in curriculum in the Missouri institutions.

While in the state superintendent's office in 1916, Mr. Lamkin was instrumental in organizing a conference of Missouri educational institutions, composed of the five teachers' colleges and the state university. The conference, which was unique in its organization, is still functioning to distinct advantage for the Missouri institutions.

During Mr. Lamkin's administration, the Teachers' College for the last seven years enjoyed a steady and substantial growth, and has forged ahead among the leading teacher-training institutions of the country. During his administration, two new buildings, a girls' residence hall, and a physical education plant, including gymnasium facilities, have been built on the campus. The college enjoys a Class A rating and is recognized and approved by the Northcentral Association for its liberal artwork and A.B. degree, as well as for its approved classification as a professional school for teacher training.

is not held to be a drawback to orderly, democratic procedure.

Tenure of office formed the subject of a progress report by a committee headed by Supt. A. L. Rowland of Elkins Park, Pa. The popular reaction against tenure was reflected in more than one finding of the committee in the course of its study. Indefinite tenure, backed by law, can be upheld only by a vigorous stimulation of professional growth. "Teacher organizations themselves should have a professional growth program and should provide and recommend means for eliminating the weak and ineffective members. It is only by such measures that we can hope to appeal successfully to public opinion for support."

### The Resolutions

The resolutions adopted by the Association repeated in large part the platform which has been adopted from year to year. From the administrative viewpoint the following extracts are of interest:

*Parent-Teacher Associations.* No greater movement in the field of education has been fostered during the last quarter of a century than the organization of parent-teacher associations. This movement has for its purpose the welfare of children, and it has held steadfastly to this high endeavor and has become one of the most efficient agencies in the promotion of all activities which contribute to the successful training of the child in its relation to the home, school, church and state. . . . Without its influence there would have been less progress in securing adequate funds for buildings, equipment and maintenance of the public schools. The social intercourse of parents and teachers contributes to a better understanding and appreciation of child nature and brings about united action in every community resulting in democracy in education.

*Financing Education.* The long-established and widely accepted principle of equalizing educational opportunity is closely allied with financing education. Provisions for education based on abilities and needs of children are generally directly proportional to school revenues. The real problem, therefore, of financing education is to devise a system of school revenue that will assure equal educational opportunity, which is the birthright of every American boy and girl. . . . Inequalities in educational opportunities exist in almost every state because of inequalities and inequities in taxation necessary to produce school revenue. In those states where the lack of school revenue is most noticeable, invariably, taxing possibilities have not been exhausted. There should be made a study and investigation of additional sources of school revenue, with special attention to indirect forms of taxation.

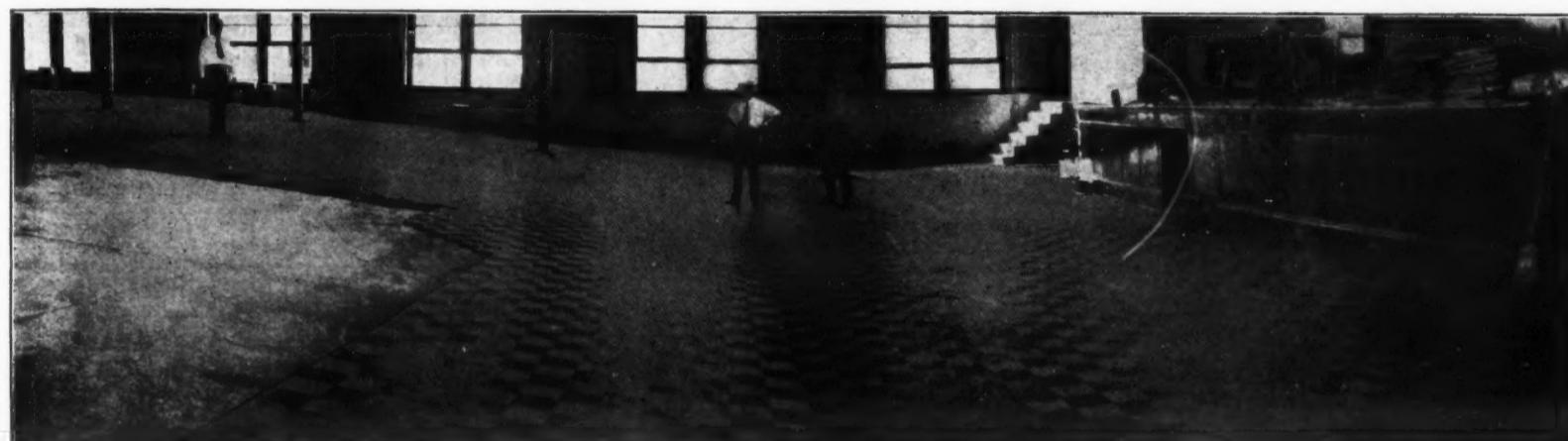
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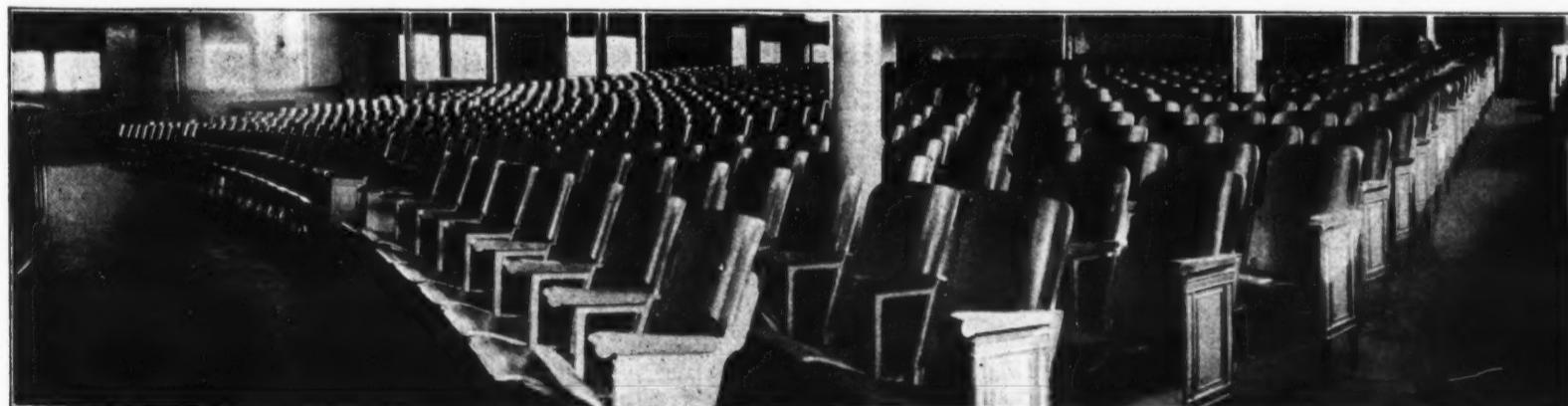
Bruce \*CELLized Oak Floor Blocks are laid in the West Tennessee State Teachers College, Normal, Tennessee

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**Oak Blocks** (\*CELLized) cost much less, laid and finished, than the more usual strip flooring. They are laid in Bruce "Everbond" directly over cement, without nails, saving the material and labor cost of screeds, floor fasteners, cinder fill, and subfloor. "Everbond" is a non-setting compound which thoroughly laminates the floor with the concrete. The use of these oak blocks also saves at least  $2\frac{1}{2}$  inches in height per story, with resultant economy in structural cost. This total combined saving often exceeds the entire cost of the block floor.



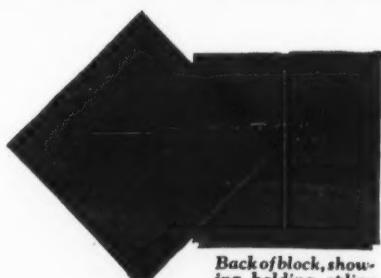
Each block is a complete unit, three or more oak strips, splined together. Three sizes— $6\frac{3}{4}$ ", 9", and  $11\frac{1}{4}$ " squares. Each block is \*CELLized, a marvelous chemical process developed in the Bruce laboratories, which prevents shrinking or swelling, and increases durability. As a result, the floor will remain firm and level, and as "Everbond" is sound-deadening, is more quiet than any other permanent floor covering. Low cost, lowest maintenance, together with distinctive beauty, are now possible in school floors for rooms of any area.



The holding power of "Everbond" is such that  $\frac{3}{4}$ -in. screws, entering the wood only, secure the seats firmly. In remodeling, over old worn floors, Bruce \*CELLized oak flooring blocks are laid in "Everbond," without nails.

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Oak Floor Blocks**

Designed in units — laid without nails



Back of block, showing holding-spline

The \*CELLized oak block floor is insect proof; moisture proof. Easier to lay, scrape and sand. Will not change in size, and takes a more beautiful and lasting finish. For full technical information, write

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## CITY TEACHERS' SALARY ADVANCES

The research division of the National Education Association has made a study of the salary increases effected last year in nineteen cities having a population of over 100,000. They cover elementary and high-school teachers, as well as principals of elementary and high schools.

The elementary-school teachers of Birmingham, Ala., received from \$1,000 to \$1,800 last year and from \$1,000 to \$2,000 this year. Los Angeles had a \$1,400 minimum and \$2,200 maximum last year, raised this year to \$1,400 and \$2,440. Louisville raised the maximum from \$2,700 to \$3,200. Baltimore raised the maximum from \$1,800 to \$1,900. Worcester from \$1,800 to \$2,000. Detroit, Mich., from \$2,200 to \$2,300. Patterson, N. J., from \$2,500 to \$2,800. New York City raised the minimum from \$1,500 to \$1,758 and the maximum from \$2,975 to \$3,654. Cincinnati raised the minimum from \$1,100 to \$1,400, and the maximum from \$2,000 to \$3,500. Minor increases were made by Bridgeport, Conn., Indianapolis, Ind., Springfield, Mass., Providence, R. I., Nashville, Tenn., Dallas, Tex., Salt Lake City, Utah, and Richmond, Va. In Buffalo, N. Y., and Scranton, Pa., the salaries remain the same for the two years.

For junior-high-school teachers the following cities effected increases in the maximum: Los Angeles, Calif., \$2,800 to \$3,040; Baltimore \$2,060 to \$2,160; Springfield \$2,100 to \$2,200; Worcester \$2,300 to \$2,550; New York City \$3,250 to \$4,200; Cincinnati \$2,800 to \$3,500; Scranton, Pa., \$1,200 to \$2,200; Salt Lake City, Utah, \$1,850 to \$2,200; Richmond, Va., \$2,003 to \$2,102. The changes in the salaries for senior-high-school teachers run about the same.

The maximum salaries for elementary-school principals have been increased as follows: Birmingham, Ala., \$3,200 to \$4,000; Indianapolis, Ind., \$3,000 to \$3,600; Baltimore, Md., \$3,030 to \$3,180; Detroit, Mich., \$4,800 to \$5,050; Buffalo, N. Y., \$3,800 to \$4,500; New York City \$4,750 to \$6,000; \$5,000 to \$6,500; \$5,250 to \$7,000. Cincinnati, Ohio, \$3,500 to \$4,600; Dallas, Tex., \$3,000 to \$3,600. In Worcester, Mass., Patterson, N. J., Salt Lake City, Utah, and Richmond, Va., the salaries remain the same.

The salaries for junior-high-school principals remain practically the same in all large cities with the exception of New York City where the maxi-

mum was raised from \$4,950 to \$6,500; from \$5,200 to \$7,000, and from \$5,450 to \$7,500. New York City, too, raised the maximum of senior-high-school principals from \$6,500 to \$10,000. Cincinnati made a raise of \$1,500 and Dallas, Tex., \$1,000. In the other large cities the salaries remain the same.

## TEACHERS' SALARY NOTES

—Corporation Counsel Nicholson of New York City, in an opinion given on June 18, has declared that the board of education was not within the law when it set aside last December, \$1,200,000 for "supermaximum" salary increases to 6,000 qualified school teachers.

The board had intended to allocate \$1,200,000 of the \$14,000,000 made available by the legislature last year for salary increases, for increments to teachers who have shown special scholastic aptitude or achievements or who were in possession of university degrees, or credits for special courses.

The corporation counsel held that the law permits the board to establish increment standards only on the basis of length of satisfactory service. He believes the remedy of the situation lies in recourse to the legislature and recommends an amendment to the education law, permitting the board of education to adopt standards not based on length of service alone, and which would entitle the teacher meeting the same to receive the so-called supermaximum rate.

Under the ruling, the teachers will not have a claim to the supermaximum rates solely for service, as the rates are held to be null and void. It is estimated that it would cost nearly \$8,000,000 additional to pay all the teachers the highest rates in the schedules according to years of service.

—Under the single-salary schedule recently adopted at Seattle, Wash., the maximum for teachers possessing the bachelor's degree was increased from \$2,400 to \$2,700. The annual increment was raised from \$60 to \$100, and the number of increments was reduced from eleven to eight.

—The board of examiners of the New York City school system has been confronted with a record number of applicants for teachers' licenses and with the necessity of keeping the eligible list within reasonable bounds. In view of the present oversupply of teachers for the elementary schools, the board has introduced an elimination test in connection with the semiannual examination of candidates

for license No. 1 to teach in the first six grades of the elementary schools. Under the new rule, only those candidates who receive a passing mark or better on part one of the written examinations will have part two of their papers rated.

It is estimated that the percentage of mortality in this examination will be as great as that of last January, when only 724 out of some 2,000 candidates attained places on the eligible list. It is believed that not more than 1,000 or 2,000 candidates will be successful in the present examination.

—Collingswood, N. J. The school board has adopted a cumulative absence rule governing absences of teachers due to illness. Under the rule, five days a year are allowed without reduction for pay, and the time is cumulative for absences up to sixty days. The rule is retroactive for three years.

—The school board of Mansfield, Ohio, appropriated \$1,000 to equip the high-school band with new instruments. Prin. B. F. Fulke has been assured of another \$1,000 by private subscription.

—The seventh yearbook of the Department of Elementary-School Principals summarizes the administrative powers of the school principal as follows: (a) Full authority delegated to the principal: (1) Direction of the janitor; (2) Making of building rules; (3) Placement of pupils; (4) Making daily building program; (5) Determining specific methods of classroom. (b) Advisory authority with the principal: (1) Selection and assignment of teachers; (2) Selection of textbooks and supplies; (3) Determining time allotment of studies; (4) Determining content of studies.

## POMONA SALARY SCHEDULE

The school board of Pomona, Calif., has adopted a new schedule of salaries for principals and teachers. The new schedule provides the following rates of pay: Elementary teachers, first and second year, \$1,200; third year, \$1,300; fourth year, \$1,400; fifth year, \$1,500; sixth year, \$1,600; seventh year, \$1,700; and eighth year, \$1,800. Principals are raised \$125 per year after the second year, from the beginning salary of \$1,800 to the maximum at the eighth year of \$2,550. Elementary teachers who reach the maximum of \$1,800 in the eighth year will not be retained unless they have obtained six units of university work during summer schools or six units of travel study as granted by the state department of education.



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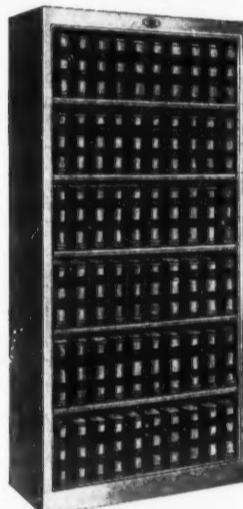
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**\$32.00**

W. D. H.  
C7851S—36 x 12 x 78".... \$32.00  
C7852S—36 x 15 x 78".... 33.00  
Complete with four shelves.



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**\$19.50**

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C6650D—36 x 9 x 66".... \$19.50  
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C4253S—36 x 18 x 42".... \$22.50  
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Complete with two shelves.



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C6651S—36 x 12 x 66".... \$28.50  
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Complete with four shelves.



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C3003S—19½ x 18 x 30½".... \$13.00  
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Complete with one shelf.  
19½" wide cabinets have one door, 36" wide have two doors.

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Durabilt Cabinets are available in various widths, depths, and heights. The line covers cabinets in both one and two-door types, as well as cabinets without doors. They are finished in "Satin Texture" olive green baked enamel—a shade that harmonizes with any interior trim.

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**TEACHERS' CABINET**  
(Full Height Partition)

**\$38.00**

Right-hand Wardrobe Compartment

W. D. H.

C7853CFR—36x18x78".... \$38.00  
C7854CFR—36x21x78".... 40.00  
C7855CFR—36x24x78".... 42.50

Left-hand Wardrobe Compartment

W. D. H.

C7853CFL—36x18x78".... \$38.00  
C7854CFL—36x21x78".... 40.00  
C7855CFL—36x24x78".... 42.50

Complete with four half storage shelves and one-half wardrobe shelf with coat rod and hook assembly.



**WARDROBE CABINET**

**\$30.50**

W. D. H.  
C7853W—36 x 18 x 78".... \$30.50  
C7854W—36 x 21 x 78".... 32.00  
C7855W—36 x 24 x 78".... 33.50  
Complete with hat shelf, coat rod and hook assembly.



**JANITORS' CABINET**

**\$37.50**

W. D. H.  
C7853CSR—36 x 18 x 78".... \$37.50  
C7854CSR—36 x 21 x 78".... 39.50  
C7855CSR—36 x 24 x 78".... 42.00  
Complete with three half storage shelves, one combination storage and hat shelf with half coat rod and hook assembly.

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To provide additional storage capacity in any Durabilt Steel Cabinet it is only necessary to add enough shelves to meet the need. Shelves can be easily inserted without the use of tools and are adjustable on one inch centers.

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For convenience in ordering, the names of cabinets, catalog numbers and sizes are listed. It will help us to prevent errors if complete information is given us at the time order is sent in.

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#### CHICAGO CORRESPONDENCE

William J. Bogan is Chicago's new superintendent of schools. After the Chicago schools had completed one entire school year without an official head of the educational department, the school board on June 27, unanimously elected the man who was unofficial acting superintendent throughout that period. Mr. Bogan has been in the Chicago system for 35 years. Prior to his promotion to the position of assistant superintendent in 1924, he was principal of Lane Technical High School. The new superintendent is 58 years old and has four children. It is likely that the new leader will be very well received by the teachers and principals.

At the time of his election, Mr. H. Wallace Caldwell, the new president of the board of education, lauded Superintendent Bogan as follows: "In paying you this most perfect tribute, the board of education has given its vote of confidence and its complete trust in placing in your hands the educational welfare of Chicago school children. No political interference will be placed in your path. You are the chief."

Mr. Bogan responded, saying, "The honor conferred upon me today is as great as any one who believes in children could receive. The responsibility is great. It would be too great did I not know that I will share it with you."

Although 25 candidates were considered, the choice is said to have resulted from a recommendation of the Mayor's Advisory Committee and the personal regard of a majority of the board members for the man who successfully piloted the great Chicago public-school system without real authority but only by careful leadership.

It is interesting to note that the Public School Emergency Committee which turned loose several scorching statements against the school board during the past year, has, through two of its most noted representatives, Rev. Charles W. Gilkey and Rabbi Louis Mann, expressed satisfaction at the selection of Mr. Bogan. They stated, "We congratulate Superintendent Bogan on the great opportunity that is his to give Chicago a school administration that will restore to the city and its public schools, their rightful place in the esteem and confidence of the nation."

Confronted with so many piled-up problems awaiting settlement, the new superintendent decided to forego any vacation this summer. He has intimated that the junior-high-school program, which has been "under his wing" since its start four years

ago, will be pushed. He held out the hope that as soon as the school board's finances can be strengthened, that there will be an increase in salaries for the teaching force. Between now and September there are many important teaching and executive positions to be filled, chief among them the presidency of the Chicago Normal College.

The 1928 budget of expenditures for the Chicago public-school system sets up a total of \$84,000,000. Of this, \$48,000,000 is for educational expenditures, teachers' salaries, etc. Chicago draws a considerable sum from the Federal support for maintaining Smith-Hughes classes. The amount this year is \$228,938.

The "emeritus" teachers and principals who were ousted two and a half years ago by the adoption of a school-board rule making retirement compulsory at 70, seem to have won out completely. In their court case, the appellate court ordered the school board to restore them to service, and this was done except in the case of a few who had voluntarily withdrawn or else had come under the provisions of a new state retirement law. However, the school-board attorney then instituted suit for the pay (half of the salary they were receiving at time of retirement) which had been given them during the time they were out. The emeritus group countered with a claim for full pay, and they not only had the attorney's suit thrown out, but they were given full back pay plus interest. All of those aged educators who returned to service will be retired again by the middle of the coming school year under the state retirement law.

Chicago has recently entertained two national groups of educators, the A. F. T. (American Federation of Teachers) which is affiliated with the American Federation of Labor, and the N. C. E. A. (National Catholic Educational Association) which held its meetings at Loyola University.

Several important resolutions and stirring addresses were resultant from each group. The A. F. T. declared itself "unalterably opposed to the use of the public schools by those seeking to introduce propaganda of public or private corporations of any kind or of any group." It further denounced "yellow dog" contracts which discriminate against teachers who belong to federations affiliated with labor, and the policy of the Seattle, Washington, board of education in this respect was labeled as un-American. (It is interesting to contrast this action with that of the National Education Association which met at Minneapolis the first week of

July. There the resolutions committee rejected such a resolution and when the proposition to condemn the Seattle school board was presented from the floor of the delegate assembly, it was voted down overwhelmingly by acclamation.) Another peculiar proposition came up at this convention of the A. F. T. New York Local No. 5 urged intelligence tests for general use by all teachers. The leading labor leaders in Chicago have anathematized against intelligence tests as the instruments of an American "caste system." But the New York Local No. 5 report states, "With an intelligence score at hand, one of the many unknown factors in the study of children becomes certain, and the teacher, instead of berating the pupil for dullness, begins to be concerned about whether the failure is due to ill health, unhappiness at home, bad influence on character, or discouragement due to bad teaching."

Meanwhile, Chicago sent a large delegation of teachers, principals and district superintendents to the N. E. A. at Minneapolis. Many of them participated prominently in committee and platform work. Mr. Herbert C. Hansen, president of the Chicago Principals' Club, was elected national secretary of the Department of Elementary School Principals and placed in charge of its national bulletin as editor.

On July 10 it was announced that eight new junior-high-school buildings will be built within the next eleven months. Bids for the construction of five of them were advertised for at once; it is estimated that each building will cost approximately \$2,000,000. Elementary-school buildings cost only \$700,000.

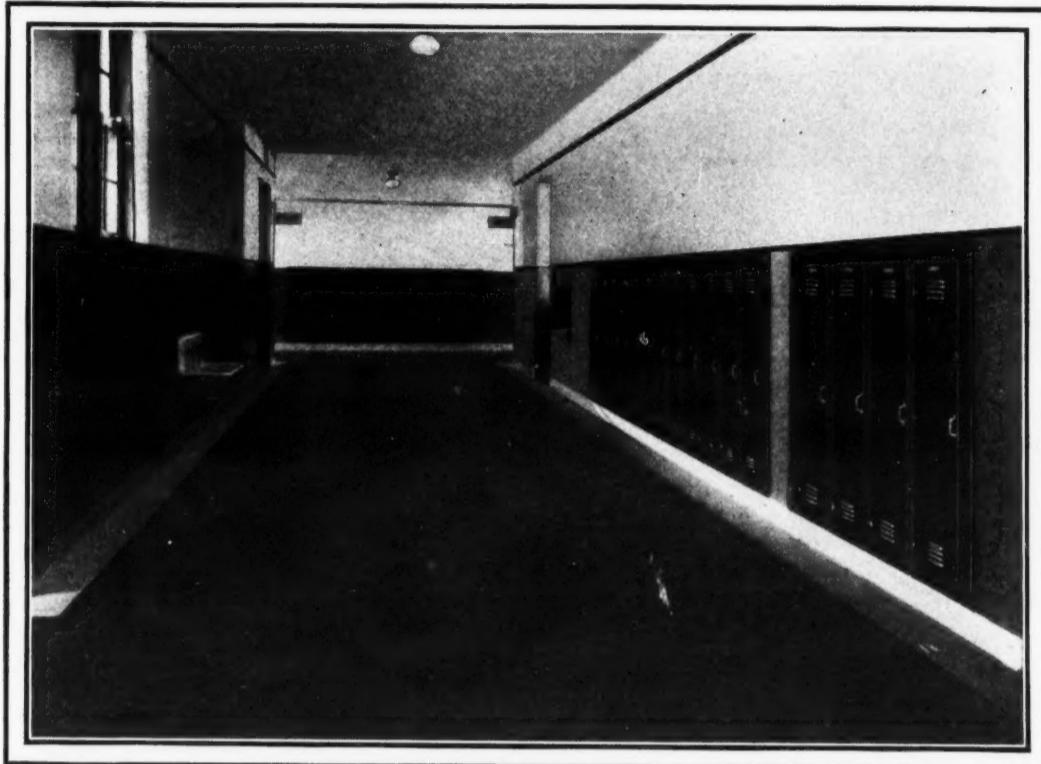
The entire building program for the coming year contemplates the expenditure of nearly \$50,000,000 as follows:

Elementary schools.....	12
Junior high schools.....	8
Senior high schools.....	5
Schools for crippled.....	2
Additions to old buildings.....	29

President H. Wallace Caldwell has stated that the school board has already approved this building program and authorized the letting of contracts.

—Mr. J. E. Hansen, formerly superintendent of schools at Westby, Wis., has been appointed on the staff of the University of Wisconsin extension division at Madison. Mr. Hansen will serve as assistant chief of the bureau of visual education.

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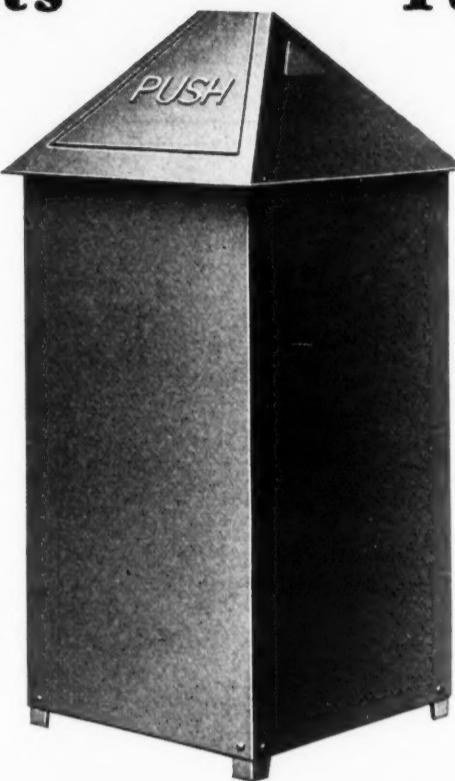
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### MR. BARDWELL GOES TO MADISON

Mr. R. M. Bardwell, superintendent of schools at Rock Island, Ill., on June 28, was elected head of the schools at Madison, Wis., to succeed Mr. T. W. Gosling. The appointment carries with it an annual salary of \$6,500, with an allowance for automobile upkeep and traveling expenses. Mr. Bardwell was recommended for the position by a special school-board committee and was unanimously elected after the first informal ballot.

Mr. Bardwell is a graduate of the University of Illinois and is rated as one of the most progressive of the younger school superintendents of his state. Following his graduation, he became superintendent of schools at Woodstock, Ill., and seven years later was elected head of the schools at Rock Island.

Mr. Bardwell is married and has two children. His father, who has been superintendent of the Aurora schools for thirty years, retires this year.

### MR. JAMES COMPLETES 33 YEARS OF SERVICE IN THE BERKELEY SCHOOLS

Mr. Morris C. James, deputy superintendent of schools of Berkeley, Calif., and since May, 1928, acting superintendent of schools, retired from that office on June 30 to return to his former position of deputy superintendent.

Mr. James has completed 33 years of service in the Berkeley schools, having come to the city school system in 1895 as vice-principal of the high school. He served there under S. D. Waterman, superintendent of schools and principal of the high school until 1900, when Mr. Waterman took over the duties of superintendent, and Mr. James was named as head of the high school. He resigned from this position to become deputy superintendent of schools and secretary of the board of education. In 1912 he was made superintendent and served until the election of Mr. H. B. Wilson in 1918, when he be-

came deputy superintendent. He served in that capacity until Mr. Wilson resigned in January to become head of the Junior Red Cross work. In the spring of 1928, Mr. James was appointed as head of the school system but he agreed to serve only until a permanent superintendent could be named.

With the selection of Dr. Lewis W. Smith as superintendent of schools, Mr. James relinquished the office in order that he might return to the work of deputy superintendent.

### CHARLES R. SKINNER PASSES ON

Dr. Charles R. Skinner, a well-known educator of New York state and organizer of the present state education department, died at his home in Pelhamwood, on June 30, after a brief illness of bronchial pneumonia. Dr. Skinner was in his 84th year.

Dr. Skinner was born at Mexico, N. Y., in 1844, and received his education at Mexico Academy and the Clinton Liberal Institute. After his graduation, he taught for three years, but in 1870 he resigned to become managing editor of the Watertown Daily Times.

He served two terms in Congress and was largely responsible for the introduction of special delivery mail service.

From 1895 to 1904, Dr. Skinner served as state superintendent of public instruction, having previously been deputy superintendent. Upon the reorganization of the state education department in 1906, Dr. Skinner resigned to become assistant appraiser for the Port of New York. In 1913, Dr. Skinner was appointed librarian of the state assembly and later legislative librarian, which position he held until his 80th birthday, when he retired from active service.

Dr. Skinner was given the degree of A.M. by Hamilton College, LL.D. by Colgate University, and Litt.D. by Tufts College during his service as state superintendent. He was at one time president of the National Education Association.



CHARLES R. SKINNER

### PERSONAL NEWS OF SUPERINTENDENTS

—Dr. Frank P. Graves, New York State commissioner of education, was given an honorary degree by Alfred University on June 13.

—Dr. John A. H. Keith, state superintendent of schools of Pennsylvania, has been given the honorary degree of doctor of pedagogy by Temple University, Philadelphia.

—Mr. H. E. Chandler, superintendent of schools of Junction City, Kans., has been appointed assistant professor of education, director of the appointments bureau, and assistant to the director of the summer session at the University of Kansas.

—Mr. H. M. Tardy, superintendent of schools at Glenrock, Wyo., has accepted a position on the faculty of the University of Colorado.

—Mr. I. G. Smith of Danvers, Mass., has been appointed superintendent of schools at Danvers, to succeed J. C. Anthony, who has become superintendent at Dedham.

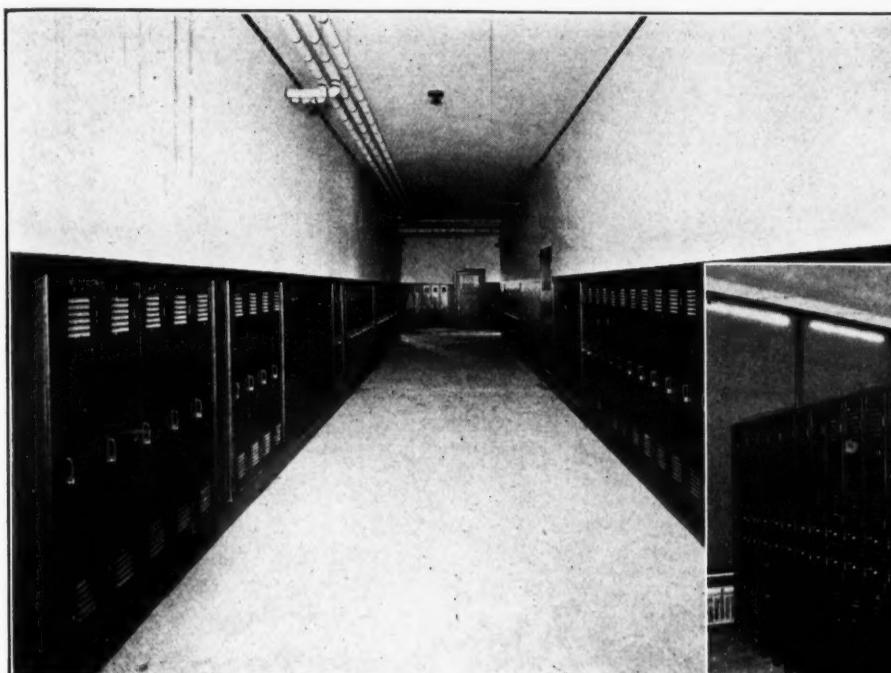
—Mr. Edgar F. Bunce of Mt. Holly, N. J., has accepted the principalship of the schools at Metuchen, N. J., with a substantial increase in salary. In addition to his duties at Metuchen, Mr. Bunce will act as director of the demonstration school and professor of education at Rutgers University summer school which is located at New Brunswick.

—Mr. Charles E. Teach of Bakersfield, Calif., has been elected superintendent of schools at San Luis Obispo.

—Mr. O. S. Hubbard, formerly assistant superintendent of schools at Fresno, Calif., has been elected superintendent of the school system, to succeed Mr. W. R. Hepner. Mr. Hubbard is a graduate of Pomona College, holds degrees given by the University of California and Leland Stanford Junior University, and is a member of the Phi Delta Kappa Education Fraternity. He was district superintendent of schools at Madera from 1921 to 1926, and has been assistant superintendent at Fresno since 1926.

—Prof. Homer Sluss, 57, formerly superintendent of schools at Covington, Ky., died at his home in Cincinnati, following a stroke of apoplexy. Prof. Sluss was a graduate of Western Reserve University and had completed a postgraduate course at Columbia University.

(Continued on Page 99)



(above) Berloy installation showing Single Tier lockers built into the walls of the hall.



(below) Berloy installation showing Double Tier lockers standing free in locker room.

## "One Month and School Opens"

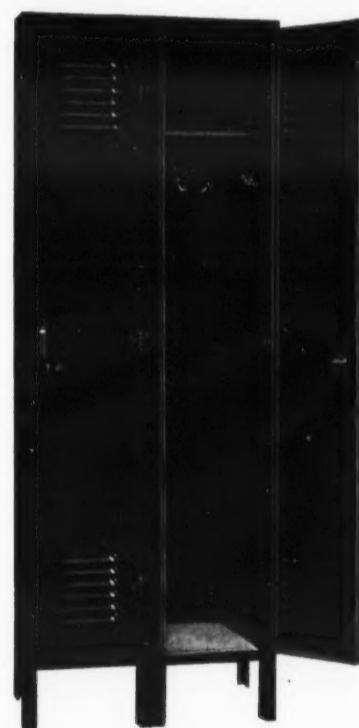
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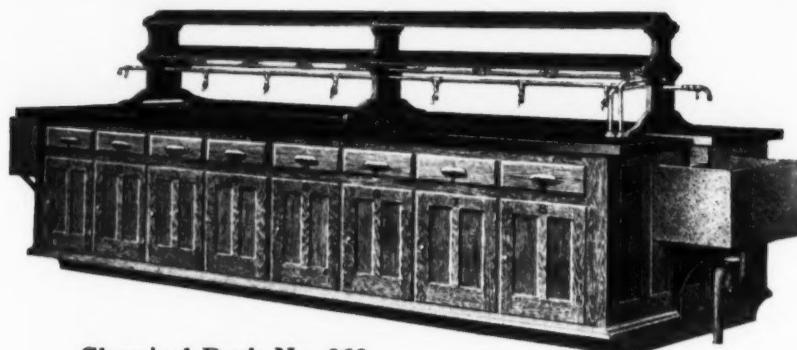
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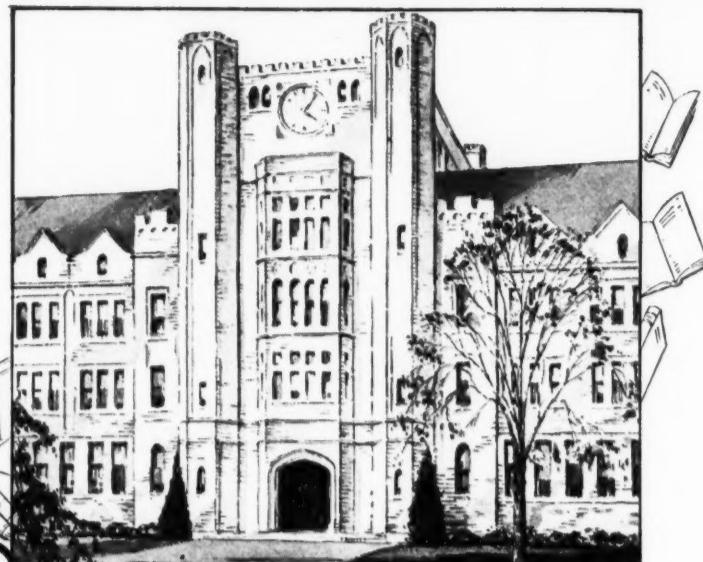
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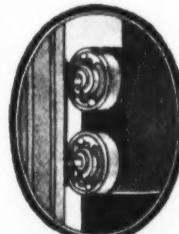
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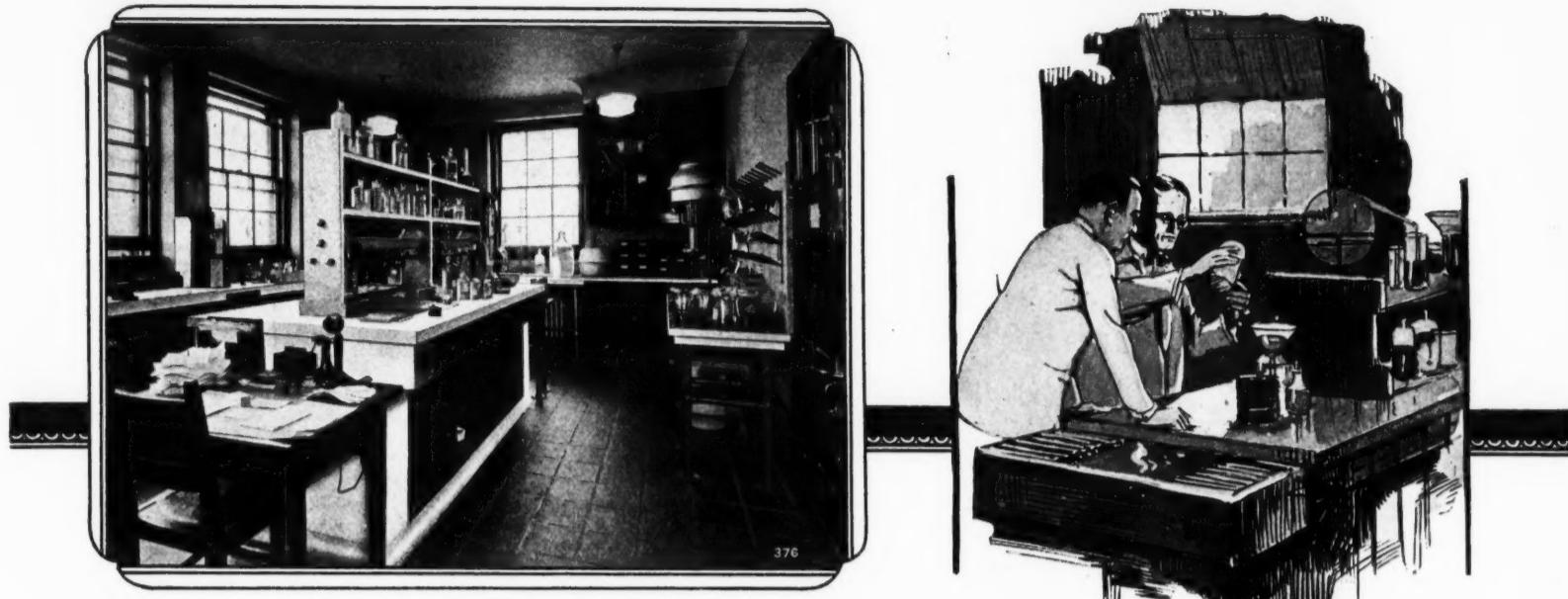
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# ALBERENE STONE

(Continued from Page 96)

—F. R. Evans, superintendent of schools at Palmer, Iowa, has been elected superintendent at Maynard, Iowa.

—Mr. G. M. Lee, supervisor of the schools of Teaneck, N. J., for the past five years, has resigned to enter the business field. Mr. Lee's retirement becomes effective October 1.

—Supt. R. E. Cotanche of Lawton, Mich., has been reelected for another school year.

—Supt. H. H. Rigg of Otsego, Mich., has been reelected for a fifth consecutive term.

—The school board of Indianapolis has appointed successors to three assistant superintendents, whose positions were abolished last October. The new assistants are Mr. F. T. Glidden, formerly assistant state superintendent; Mr. B. B. Williams, statistician of the state education department, and Mr. C. C. Underwood, formerly of the Crawfordsville schools.

—Mr. William A. Nickerson, formerly principal of the junior high school at Framingham, Mass., has accepted the superintendency at Holliston.

—Mr. H. A. Davis has resigned from the superintendency at Port Huron, Mich., and will enter the business field.

—Mr. F. L. Bacon, formerly principal of the Morton High School at Cicero, Ill., has been elected principal of the Evanston Township High School, to succeed Dr. W. F. Beardsley. Mr. Bacon has been head of the Cicero school since last January, coming from Newton, Mass.

—Mr. C. D. Hollister, formerly principal of the high school at Big Lake, Minn., has been elected superintendent of schools, to succeed A. N. Tommaraasen.

—Mr. Samuel B. Sharp has been elected superintendent of schools at French Lick, Ind., to succeed Roy Roudelbush.

—Mr. J. F. Hines of Wolsey, S. Dak., has been elected superintendent of schools at Aberdeen.

—Mr. W. V. McVey of Hampton, Ark., has been elected superintendent of schools at Imboden.

—Mr. C. J. Anderson, former assistant state superintendent of Wisconsin, has been appointed as director of the educational department of the state university. Mr. Anderson was formerly superintendent of schools at Stoughton.

—Mrs. Frederick H. Devere of Cranston, R. I., has been elected president of the Rhode Island

Association of Public-School Officials. Mr. E. C. Preston was elected secretary of the association.

—Mr. G. W. Gotke of San Antonio, Tex., has been elected superintendent of schools at Brownsville.

—Mr. A. A. Hays of Eyota, Minn., has been elected superintendent of schools at Motley.

—Mr. W. L. Arnholdt of Tiro, Ohio, has been elected superintendent of schools at Carey.

—Supt. H. A. Smith of Richland, W. Va., has been reelected for another term.

—Supt. F. E. Dugas has been reelected as head of the schools of Westville, Ill.

—Mr. H. H. Crumb has been reelected superintendent of schools at Endicott, N. Y.

—Supt. C. E. Joiner of Leroy, N. Y., has been reelected to serve in that position for another year.

—Mr. V. B. Wiley of Felton, Del., has been elected superintendent of schools at Dover.

—Mr. L. L. Cook of Mooresville, Ind., has been elected superintendent of the public schools.

—Mr. R. P. Wilker has been elected superintendent of schools at Bradley.

—Mr. P. J. McCullough has been elected superintendent of schools at Mt. Gilead, Ohio.

—Mr. J. W. Wheat has been elected superintendent of schools at Lenapah, Okla.

—Mr. J. W. Hunter of Chadwick, Ill., has been elected superintendent of schools at Anawan, Iowa.

—Mr. J. H. Arnsperger of Wolfe, Tex., has been elected superintendent of schools at Greenville, to succeed J. H. Robertson.

—Mr. M. M. Schell has been elected superintendent of schools at Correctionville, Iowa.

—Mr. E. M. Blomquist has been elected superintendent of school at Amasa, Mich.

—Mr. L. A. Packard has been elected superintendent of schools at Port Huron, Mich., to succeed H. A. Davis. Mr. Packard was principal of the high school for the last five years.

—Supt. E. B. Killian of Allegan, Mich., has been reelected for another school year.

—Mr. R. H. White of Wisner, Nebr., has been elected superintendent of schools at Douglas, Wyo. He succeeds R. L. Markley.

—Mr. H. F. Hunt has been elected assistant superintendent of schools at Tacoma, Wash.

—Mr. H. C. Pendry of Xenia, Ohio, has been elected superintendent of schools at Ironton, to succeed A. F. Hixson.

—Mr. G. E. Denman of Filer, Idaho, has been elected principal of the high school at Pocatello.

—Mr. R. P. Welker of Berwyn, Ill., has been elected superintendent of schools at Bradley for the coming year.

—Supt. F. A. Wheeler of Longmeadow, Mass., was the guest of honor at a farewell reception marking the termination of his nine years' superintendency. Supt. Wheeler was presented with a leather bill-fold containing four gold pieces, the gift of the school children and their parents, and three gold pieces, the gift of the teachers.

—Supt. Q. R. Reedy of Bushnell, Ill., has been reelected for the school year.

—Supt. G. T. Selters has been reelected to the superintendency at Macomb, Ill.

—Supt. S. D. Largent of Great Falls, Mont., has been appointed to the state board of education, to succeed Judge W. B. Rhoades.

—Mr. John Wones has been elected superintendent of schools at Saratoga, Tex.

—Mr. H. S. Upjohn of South Pasadena, Calif., has been appointed acting superintendent of Los Angeles county, to succeed Mark Keppel, who passed away in June.

—Mr. N. G. Park has been elected superintendent of schools at Waynesburg, Pa., to succeed R. M. Archibald.

—Mr. Q. G. Vincent of Farrell, Pa., has been elected superintendent of schools at Ford City.

—Mr. Earl Y. Poore has been elected superintendent of schools at Shelby, Mich. Mr. Poore is a graduate of the Missouri Teachers' College and was formerly an assistant principal of the Iron Mountain High School.

—Mr. H. W. Truemner of Marquette, Mich., has been elected superintendent of schools at Flushing.

—Mr. Burtis E. Whittaker of Oyster Bay, N. Y., has accepted the principalship at Philadelphia, N. Y. Mr. Whittaker is completing a graduate course leading to the degree of doctor of philosophy.

—Mr. John F. Hummer, principal of the Central High School at Binghamton, N. Y., and Mr. F. R. Shingle, principal of the Franklin School in Syracuse, have been appointed assistant superintendents of schools in Syracuse. Mr. Hummer will have charge of the high schools, while Mr. Shingle will direct the work of the first six grades.

—Mr. Everett W. Ireland has been elected superintendent of schools at Somerville, Mass., at an annual salary of \$5,500.

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—Supt. Wm. C. T. Adams of Keene, N. H., has been unanimously reelected for his eighth consecutive term.

—Mr. John E. Morgan of Pleasantville, N. Y., has been reelected for his seventeenth year as supervising principal of schools.

—Mr. H. M. Davis of Moose Lake, Minn., has been elected superintendent of schools at Morris, to succeed L. G. Mustain.

—Mr. O. D. Shively of Hansboro, Minn., has been elected superintendent of schools at Underwood.

—Mr. William A. Gamble of Bowbells, Minn., has been elected superintendent of schools at Carrington.

—Mr. John D. Shively has been elected superintendent of schools at Forsyth, Mont.

—Mr. J. R. Holmes of Sapulpa, Okla., has been elected superintendent of schools at Okmulgee, to succeed E. S. Briggs.

—Mr. A. J. Noll of Langford, S. Dak., has been elected superintendent of schools at Heron Lake, Minn.

—Mr. C. J. Ramsey of Marion, Ill., has been elected superintendent of schools at Metropolis.

—Mr. C. B. Whelpley has been elected superintendent of schools at Belle Plaine, Iowa, to succeed S. W. Christian.

—Mr. H. A. Grove has been elected supervising principal at Greencastle, Pa., to succeed Rev. W. Morgan Cross.

—Mr. Oliver Lee has been elected superintendent of schools at Wilburton, Okla.

—Mr. E. S. Simmonds of Bellflower, Ill., has been elected superintendent of schools at Pittsfield.

—Mr. L. F. Hammerle has been elected superintendent of schools at Xenia, Ohio.

—Mr. W. E. Weagley has been elected superintendent of schools at Huron, Ohio, to succeed F. S. McCormick.

—Mr. J. D. McKinley of Lucasville, Ohio, has been elected superintendent of schools at McArthur.

—Mr. C. L. McMahon of Williamstown, W. Va., has been elected superintendent of schools at Wellsburg.

—Mr. C. L. Johns has been elected superintendent of schools at Huntington Park, Calif., to succeed W. L. Stuckey.

—Mr. C. D. Brock of Wallace, Idaho, has been elected superintendent of schools at St. Maries.

—Mr. E. E. Trego of Gill, Colo., has been elected superintendent of schools at Manitou.

—Mr. A. L. Collins of Warrensburg, Mo., has been elected superintendent of schools at Jamestown.

—Supt. J. B. McManus of La Salle, Ill., has been reelected for another year, with a substantial increase in salary.

—Mr. Earl E. Smull has been elected superintendent of schools at Norristown, Pa.

—Mr. F. A. Berkenstock of Renovo, Pa., has been elected superintendent of schools at Forty Fort.

—Supt. B. R. Porterfield of Upton, Wyo., has been reelected for a third term.

—Mr. E. S. Briggs, formerly superintendent of schools at Okmulgee, Okla., has been elected as president of the Southeastern State Teachers' College at Durant.

—Mr. L. R. McKusick of Derby, Conn., has been elected superintendent of school at Winsted.

—Mr. Edgar F. Bunce of Mt. Holly, N. J., has become supervising principal of schools at Metuchen.

—Mr. J. F. Bemiller has been elected superintendent of schools at Galion, Ohio.

—Dr. J. B. Edmonson, professor of secondary education at the University of Michigan, has been appointed to the editorial board of the Michigan Educational Journal.

—Supt. H. C. Spitler of Petoskey, Mich., has been made a member of the legislative committee in the fifth district of the Michigan Education Association.

—Supt. Paul VanRiper of Lebanon, Pa., has been reelected for a three-year period. Supt. VanRiper has completed eight years as head of the Lebanon schools.

—Mr. Mark Keppel, for more than 25 years superintendent of the Los Angeles county schools, died recently at the age of 61 years.

—Dr. J. L. Stenquist, director of the bureau of research at Baltimore, Md., is conducting courses at the University of California during the summer session.

—Dr. Charles R. Skinner, from 1895 to 1904 New York state superintendent of public instruction, and from 1915 to 1925 legislative librarian at Albany, died on June 30, at the age of 83 years. Dr. Skinner was president of the National Education Association in 1897.

—Mr. Frank H. Boren, since 1919 principal of the University High School at Oakland, Calif., has been appointed to the superintendency of the San Mateo Union High School, to succeed W. L. Glascock.

—Mr. B. E. Whittaker, superintendent of schools at Oyster Bay, N. Y., has resigned to accept the principalship of a school at Philadelphia, N. Y.

—Dr. Thomas W. Gosling, who has resigned the superintendency of schools at Madison, Wis., to accept a similar position at Akron, Ohio, was the guest of honor last month at a farewell dinner given by the school officials and the teaching staff of the schools.

—Madison, Wis. One of the first important duties of Mr. R. W. Bardwell, the new superintendent of city schools, will be the preparation of a five-year school-building program.

Last winter the board of education authorized Mr. T. W. Gosling, then superintendent, to make a survey with a view of formulating such a program, but owing to the rush of other work, the work was delayed. The board plans to erect a new Franklin School on the south side, work to begin

this year. The first unit of the West Side High School will be constructed next year. Sites have been provided for the new Lincoln and Marquette schools.

—Miss Louise R. Wells, superintendent of the public schools of West Las Vegas, N. Mex., for the past five years, has resigned. Miss Wells, who had completed fourteen years' service in the West Las Vegas schools, had been very successful in her administrative work and the school system has grown under her supervision. Miss Wells will be succeeded by Miss Eugenia Herber.

—Supt. M. N. Todd of Lawrenceville, Ill., has recently been reelected for three years, at an increased salary. Prior to coming to Lawrenceville, he was head of the school system at Murphysboro, where he put on an elaborate building program, saw the new township high school destroyed by a tornado, and later conducted a campaign for the rebuilding of the structure.

—Mr. Frank L. Eversull of St. Louis, Mo., has accepted the principalship of the junior and senior high school at East St. Louis. Mr. Eversull is a graduate of this school and is the youngest principal the school has ever had.

—Mr. Edwin O. Grover, professor of books at Rollins College, Winter Park, Fla., will conduct a course of lectures on The History of the Book at Middlebury College, Vermont, during the summer session of the college.

—Mr. J. B. McManus of La Salle, Ill., has been reelected for a nineteenth consecutive term as superintendent of city schools. The reelection carries with it an increase of \$500 in salary.

—Supt. B. W. Conrad of Scotia, N. Y., has been reelected for a second term of one year.

—Supt. Charles E. Foley of Waterloo, N. Y., has been reelected for a fourth consecutive term.

—Miss Anna A. Short and Mr. Frank Hankinson have been permanently appointed as district superintendents of New York City, following the satisfactory completion of the probationary period prescribed by the school laws.

C. F. Perrott, principal of the Ceres Union High School, has been elected president of the Stanislaus County, Calif., Teachers' Association. J. J. Berry district superintendent of the Oakdale schools, was elected vice-president, and A. G. Elmore, county superintendent, was reelected secretary-treasurer.

—Onsville J. Moulton resigned the superintendency of Wethersfield, Conn., to accept the superintendency of the Neptune, N. J., schools. He will also have charge of the schools of Ocean Grove.

—John T. Deering was reappointed superintendent of the schools at West Warwick, R. I.

—A large portrait of Thomas M. Balliet was presented by the family to the Balliet school, Springfield, Mass. Mr. Balliet served as superintendent of the Springfield schools from 1887 to 1904. He is now devoting his time to writing and lecturing.

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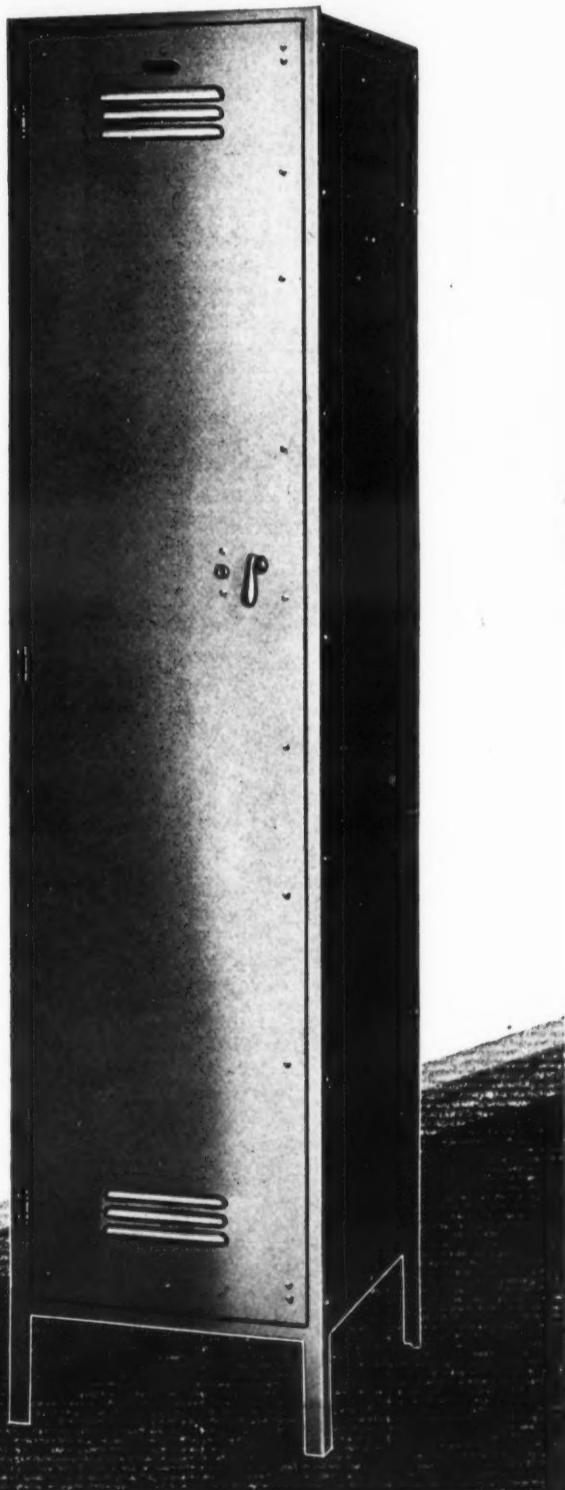
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#### MR. McCOLLISTER PASSES ON

Mr. J. D. McCollister, formerly secretary of the school board at Davenport, Iowa, died suddenly from heart trouble at a hospital in Brainard, Minn., on June 28. Mr. McCollister was 74 years old.

Mr. McCollister was born in East Randolph, N.Y., in July, 1854, and received his education in the schools of that city. After a few years spent in his native state, he went to Davenport as a traveling salesman, and in July, 1899, was appointed secretary of the school board, to succeed G. Weinhardt.

As secretary of the school board, Mr. McCollister earned a reputation for his efficiency. During the 25 years of his service, his usefulness increased and his responsibilities were broadened, and the progress and development of the Davenport school system was in a large measure due to his untiring energy and faithfulness to duty. Mr. McCollister resigned from the office in March, 1924, and had not been in active service during the past few years.

The funeral services took place at East Randolph, N.Y., with burial in the family plot beside his wife and daughter.

#### PERSONAL NOTES OF SCHOOL OFFICIALS

—Mr. H. Wallace Caldwell succeeds J. Lewis Coath as president of the Chicago board of education.

—Mr. William Dick, secretary of the board of education at Philadelphia, Pa., has retired with the completion of 50 years of service. Mr. Dick became connected with the school system of Philadelphia in June, 1875, with his appointment as clerk. In 1891 he was made paymaster, and in 1906 he became secretary of the board.

Mr. Dick is a member of the National Association of School Business Officials and had served as president and secretary of the association.

On January 6, 1928, Mr. Dick attained the age of 70 years, and according to law, will be placed upon the retired list.

Mr. Dick's long years of uninterrupted service, his devotion to the interests of the public schools, his integrity, and his tactfulness in the administration of the varied and complex business of his office have combined to make that office and its incumbent unique in the history of public service in the city of Philadelphia.

—Mr. Joseph Carlson was elected a member of the board of education of Iron River township, Mich. The election is regarded as an endorsement of the policies pursued by the present board.

—Mr. A. H. Skinner has been appointed clerk of the board of education of Dunellen, N.J., to succeed Mr. Robert Bruce, resigned.

—Prof. E. B. Skinner has been reelected president of the school board at Madison, Wis. Mr. John P. Butler was named vice-president, and Mr. Fred W. Erickson was made clerk of the board.

—Dr. C. W. Merriman has resigned as a member of the school board at Beloit, Wis., after a service of more than 50 years.

—Mr. G. A. Kidd has been reelected as secretary of the school board at Oelwein, Iowa.

—Mr. Theo. Carstensen has been reelected as secretary and business manager of the school board at Clinton, Iowa.

—Mr. Frank S. Weber has been elected clerk of the school board at Watertown, Wis., to succeed Mrs. Bertha Feld.

—Mr. M. S. Spears has resigned as business manager of the school board at Evansville, Ind., and will enter the business field.

—Mrs. E. A. Lundy has been elected clerk of the school board at Eugene, Oreg. Mrs. Lundy is a graduate of the State Normal School at Monmouth and began her business career with a position as stenographer. Mrs. Lundy is admirably fitted by training and experience for the position to which she has been elected.

—Mr. T. F. Walker has been reelected as clerk of the school board at Middlegrove, Oreg. Mr. Walker has completed forty years as a member of the board.

—Mr. Leslie J. Edmunds has been reelected as a full-time business manager for the school board of Royal Oak, Mich.

—Prof. Wilbur F. Gordy, who recently resigned from the board of education of Hartford, Conn., after a service of fifteen years, was the guest of

honor at the annual dinner of the board on June 6. Prof. Gordy was presented with a chime clock by his coworkers.

—Mr. George Wolf, a former member of the school board of Hammond, Ind., has been reelected to membership on the board.

—Mr. B. B. Williams has announced his resignation as director of the department of research and publicity of the Indiana State Education Department. Mr. Williams has been appointed to a similar position in the Indianapolis schools.

—Mr. James S. Schreuder has been reelected as a member of the school board of Coopersville, Mich., after a service of twenty years.

—The school board of Wheeling, W. Va., has discontinued the office of business manager, which has been held by Mr. B. E. Hamilton. The work of Mr. Hamilton will hereafter be taken care of by Mr. F. E. Teal.

—Mr. John F. Skeel of Joliet, Ill., has been reappointed for his 32nd year as clerk of the school board. Mr. P. F. Heald, in charge of supplies, was also reappointed.

—The New York City board of education has recently created the position of assistant to the superintendent of schools, with the appointment of Mr. Clarence Worden to the office. Mr. Worden will act as secretary to Supt. W. J. O'Shea and will receive a salary of \$7,500.

—Mr. Walter C. Martin, who was recently elected architect to the New York City board of education, and superintendent of school buildings, was the guest of honor at a dinner given by the architects of Greater New York, on June 27, at the Hotel Astor. Three hundred architects from all the boroughs of New York City were present. At the conclusion of the dinner, a silver humidor was presented to Mr. Martin.

Among those present at the dinner were Mr. W. J. Weber, of the board of education, Mr. J. F. Bly, president of the Long Island Society of Architects, and Mr. P. J. Revelle, superintendent of buildings for the Bronx Borough.

—Mr. Alison Piper has been elected a member of the school board at Keene, N.H., to succeed Mr. A. W. Pressler. Mr. Piper will act as the chairman of the committee on buildings and grounds.

—The Jeff Davis county, Miss., board of education is at present made up of the following members: H. T. McGee, Carson, District 1; L. R. Upton, Oakdale, District 2; T. W. Carraway, Bassfield, District

(Concluded on Page 104)

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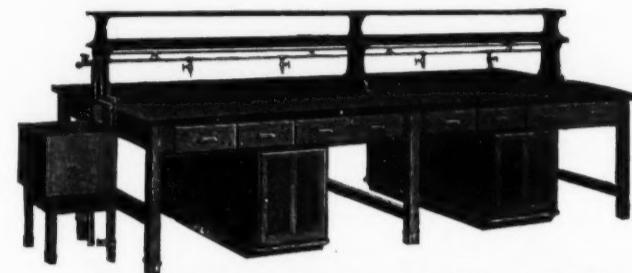
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(Concluded from Page 102)

3; E. A. Burrow, Prentiss, District 4; W. K. Berry, Newhebron, District 5.

—Alfred J. Maryott was elected principal of both the senior and junior high schools of Providence, R. I.

—The high school at Marshfield, Ore., will be headed by Wayman J. Williams of Payette, Ida., as principal.

—The electoral board of Halifax county, Mass., reelected the present members of the South Boston school board, as follows: Red Bank district, S. M. Torian; Black Walnut district, Miss Sarah Craddock; Mount Carmel district, D. M. Gravitt; Birch Creek district, Dr. T. S. Wilson; Roanoke district, Dr. J. D. Hagoood; Staunton district, Dr. D. T. Merritt; Meadville district, G. E. Mitchell; Banister district, D. A. Webb.

—Dr. John Van Schoick was elected a member of the Hanover, Mich., school board to succeed Burr Richards.

—Robert G. Sproul, vice-president and comptroller of the University of California, has been named by the board of education of Berkeley, Calif., as a member of that body.

—Maurice E. Rogalin, principal of public school 64, the Bronx, was nominated for the principalship of Jamaica Training School for Teachers, New York City, to succeed Dr. Archibald C. McLachlom.

—Dr. G. M. Johnson has been reelected as president of the school board at Marshalltown, Iowa.

—Mr. Charles C. Hagermann has been elected president of the board at Muscatine, Iowa. Mr. Gustavus Allbee, was also reelected as vice-president.

—Mr. V. E. Hayward of Davenport, Iowa, has been reelected as president of the school board.

—Mr. Arthur C. Leach, president of the school board of Joliet, Ill., for the last four years, will not seek reelection to that office. Mr. Leach is retiring from the board after serving two three-year terms.

—Mr. Samuel MacQuaide has been reelected as president of the school board of Livingston, N. J. Mr. Samuel Burnet has been reelected as vice-president.

—The city council of Princeton, Ind., reappointed Harvey Milburn a member of the school board.

—Lawrence J. Jacobs succeeds George W. Brown as member of the Escanaba, Mich., school board.

—Walter H. Brandenburg was chosen vice-president of the board of education of Albany Park, Ill., a suburb of Chicago.

—The city council of Rockford, Ind., elected Chelece Ashcraft a member of the local school board.

—Oscar Chesterfield was elected a member of the Clinton, Ind., school board.

—Mrs. Daulton Martin was appointed a member of the town school board at Rockford, Ind.

—C. V. Shields, an attorney, was elected school-board member at LaPorte, Ind.

—Fred H. Ahlgren was reelected member of the Michigan City, Ind., school board.

—Emmett G. McQuinn was elected a member of the Newcastle, Ind., board of education by the local city council.

—E. B. Byrkit was reelected a member of the school board at Mishawaka, Ind., for a period of three years.

—Henry Donner is the new appointee on the school board of Swaledale, Iowa.

—Dr. B. B. Sells succeeds C. M. Roberts as a member of the board of education of Independence, Iowa.

—Principal D. A. Emerson of Bend, Oreg., goes to Cottage Grove, Oreg., to assume the superintendency of schools. He succeeds O. W. Hays who goes to Portland.

—Alfred Christenson of Ferndale, Calif., assumes the principalship of the Union High School at Ferndale, Calif. He succeeds Harry W. Auten.

—Mrs. Myrtle R. Davis resigned her position as assistant state superintendent of schools of Idaho.

—H. N. Ballard of Decatur, Ill., has announced his candidacy for the state school superintendency of Georgia.

—The board of education of Eau Claire, Wis., elected M. H. Leininkugal as president, W. A. Standen, vice-president, and Miss Emma Schroeder as secretary. The members of the board are Oscar Loken, Fred Arnold, W. A. Standen, Mrs. Louis Nogle, M. H. Leininkugal, Nick Zimmerman, S. J. Duffner, Karl Stussy, A. C. Nordlie, and Art Baker.

### DR. MELCHER SUCCEEDS CAMMACK AT KANSAS CITY

The board of education of Kansas City, Mo., on June 21, unanimously elected Dr. George Melcher as superintendent of schools, and Mr. I. I. Cammack as superintendent emeritus. In the election, the board followed the precedent of 1913, when Mr. Cammack was made superintendent to succeed Mr. Greenwood.

Dr. Melcher is a native Missourian and was educated in the schools of the state. He attended Ozark

and Odessa colleges and holds degrees given by Drury College, and teachers' college of Columbia University.

Upon his graduation, Dr. Melcher began teaching in Dade county, and served as principal and superintendent in two small cities. Later he became head of the mathematics department of teachers' college at Springfield, Mo., assistant to the state superintendent of public instruction, and instructor in summer schools.

Dr. Melcher came to Kansas City in 1914 as the director of reference and research, a position which gave him a national reputation. In 1921 he was made assistant superintendent of schools, in addition to his duties as director of the research bureau.

The election of Dr. Melcher as superintendent of schools is an evidence of the good judgment of the board in placing at the head of the school system an educator who has behind him a record of professional achievement, and one who will maintain the same progressive standards which will insure a continually progressive school system with ever-increasing power and speed.

### MR. METCALF HONORED

Mr. Richard A. Metcalf, director of the high school and college department of the Johnson Publishing Company, Richmond, Va., on June 18 received the degree of L.H.D. from Colby College, Waterville, Me.

Following his graduation from Colby on July 7, 1882, Mr. Metcalf taught in the Salt Lake Academy. Then he was successively principal of the high school at Ottumwa, Iowa, and of the township high school of Princeton, Ill. During this time he prepared a history of the township system of education in Illinois and particularly of the work accomplished during the 25 years of that school.

Later, he resigned to enter the publishing business with Allyn & Bacon. For six years he was field representative of the firm in the states of Illinois, Indiana, Ohio, Michigan, Wisconsin, and New York. Then he was transferred to New York City where he built up a splendid organization of correspondents and field representatives. In 1918 he established a branch office in Atlanta, and assumed the responsibilities in the development of a corps of workers in that office. He resigned in July, 1919, following the completion of 23 years of service with the company, and allied himself with the Johnson Publishing Company.

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### WIDE VARIATION IN TEACHERS' SALARIES

Salaries paid to elementary teachers in cities of 100,000 population and over, range from a low minimum of \$950 per year to a high maximum of \$3,504, according to figures made public by the United States Bureau of Education. The low minimum is given for Salt Lake City, Utah, which also has the highest number of annual increases required to reach the maximum, or seventeen annual increases. The highest maximum salary is given for New York City.

The compilation made by the Bureau notes the salaries paid in the several cities as follows:

Alabama: Birmingham, \$1,000, \$2,000, ten.  
California: Los Angeles, \$1,400, \$2,440, thirteen;  
Oakland, \$1,380, \$2,460, nine; San Francisco, \$1,400, \$2,400, eleven.

Colorado: Denver, \$1,200, \$2,520, not specified.  
Connecticut: Bridgeport, \$1,000, \$3,100, not specified; Hartford, \$1,000, \$2,000, not specified; New Haven, \$1,000, \$1,850, nine.

Delaware: Wilmington, \$1,000, \$1,800, nine.  
District of Columbia: \$1,400, \$2,600; not specified.

Illinois: Chicago, \$1,500, \$2,500, eight.  
Indiana: Indianapolis, \$1,300, \$2,800, twelve.  
Iowa: Des Moines, \$1,200, \$2,210, not specified.  
Kansas: Kansas City, \$1,200, \$1,788, not specified.

Louisiana: New Orleans, \$1,200, \$2,250, eight.  
Maryland: Baltimore, \$1,200, \$1,800, six.

Massachusetts: Cambridge, \$1,228, \$1,804, six;  
Fall River, \$1,100, \$1,700, six; Lowell, \$1,200, \$1,700, six; New Bedford, \$1,000, \$1,900, ten;  
Springfield, \$1,300, \$1,900, six; Worcester, \$1,200, \$2,000, eight.

Michigan: Detroit, \$1,200, \$2,000, five; Grand Rapids, \$1,200, \$2,000, not specified.

Minnesota: Minneapolis, \$1,200, \$2,500, not specified; St. Paul, \$1,100, \$1,700, ten.

Missouri: St. Louis, \$1,200, \$2,700, not specified.

New Jersey: Jersey City, \$1,400, \$2,800, fourteen; Paterson, \$1,200, \$2,800, twelve.

New York: Albany, \$1,100, \$1,900, not specified; Buffalo, \$1,200, \$2,500, not specified; New York, \$1,608, \$3,504, thirteen; Rochester, \$1,200, \$2,400, eight; Syracuse, \$1,200, \$2,400, not specified; Yonkers, \$1,500, \$2,835, twelve.

Ohio: Akron, \$1,000, \$2,000, ten; Cincinnati, not specified; \$2,000, not specified; Cleveland, \$1,200, \$2,800, not specified; Toledo, \$1,250, \$2,240, nine.

Oregon: Portland, \$1,300, \$2,200, eleven.

Pennsylvania: Philadelphia, \$1,200, \$2,400, not specified; Pittsburgh, \$1,200, \$2,000, eight; Scranton, \$1,000, \$1,800, eight.

Rhode Island: Providence, \$1,000, \$2,000, not specified.

Tennessee: Nashville, \$1,200, \$1,380, three.

Texas: Houston, \$1,000, \$1,800, eight.

Utah: Salt Lake City, \$950, \$2,200, seventeen.

Virginia: Norfolk, \$1,000, \$1,500, seven; Richmond, \$1,100, \$1,800, nine.

Washington: Seattle, \$1,440, \$2,100, eleven; Spokane, \$1,200, \$2,150, not specified.

Wisconsin: Milwaukee, \$1,200, \$2,600, twelve.

### ALL-YEAR SCHOOL CUTS NUMBER OF FAILURES

Approximately \$200,000 of every \$1,000,000 spent on public schools is to reeducate failures, according to Warren A. Roe, vice-president of the department of elementary principles of the National Education Association. "Taxpayers do not know the tremendous cost of reeducating failures. School financial statements conceal such costs. Changing five- or ten-month terms to three months and operating school districts twelve months, increases educational opportunity, increases service, produces more successes, reduces overhead, reduces failures, and makes education a full-time job, he asserted.

Mr. Roe added that "the health of children and teachers is better, for vacations may be taken during any three months. A real correlation of health and vacation between business, home, and school is made when recreation is not limited to two summer months. The all-year school is a completely coordinated unit offering educational opportunity all the time to all who can utilize it."

### A BUREAU OF RESEARCH NECESSARY TO SCHOOL EFFICIENCY

The first step toward making any commercial or industrial concern more efficient is for the owner, or the board of directors and manager, to obtain accurate and ample information regarding every phase of the enterprise. There are many persons who, while agreeing with the foregoing statement, do not realize that boards of education and superintendents of schools should be equally supplied with facts regarding the schools that they administer. Often mere opinion is the only basis for the action of boards of education and school executives, but mere opinion does not play as prominent a part as it once did. So writes Prof. W. S. Deffenbaugh in the twelfth of a series of articles on "City School Problems" in the U. S. Daily. Writing in part as follows, Prof. Deffenbaugh says:

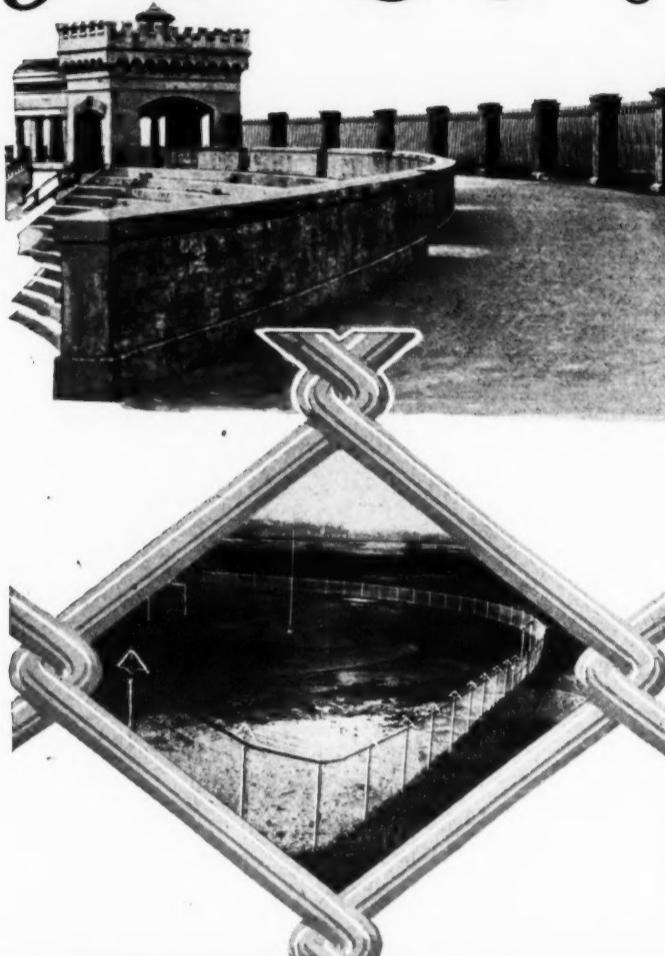
"Every progressive school superintendent, even if he has no regularly organized research department, is attacking his problem in a scientific manner by having the supervisors, teachers, and principals prepare data for his guidance. He is in some way securing the necessary information."

"Research bureaus should be the means of helping eliminate waste of all kinds within the schools, and of pointing the way to more efficient school systems. However, the board of education that organizes a research bureau with the expectation of helping to reduce the tax rate may be disappointed. Such bureaus will, no doubt, find where funds may be saved, and again it may find that some phases of the schoolwork are inefficient because of insufficient financial support."

"Efficiency in the management of a school system, as in the management of a private corporation, does not mean niggardly expenditure; it means, rather, making the best use of the funds appropriated, and of abandoning old methods when newer ones yield better results. School superintendents now know that if they attack their problems in a scientific way the public, especially that part of the public accustomed to dealing with private and public affairs in a businesslike way, will become more interested in the schools."

"The studies undertaken by school-research bureaus are made to measure the efficiency of teaching, to eliminate waste in subject matter, to aid the teacher in assisting the individual child, to aid the superintendent and others in the preparation of reports, and to test such experiments as may be under way."

# Fencing School Property



For more than 40 years, the fencing of school property—school grounds, stadia, athletic fields—has been an important part of Stewart business. The experience thus gained enables the House of Stewart not only to supply high-grade iron or wire fence in great variety, but also to render a valuable service both as consultants on fence problems and as executors of good fence. It will cost you nothing to ask Stewart for counsel.

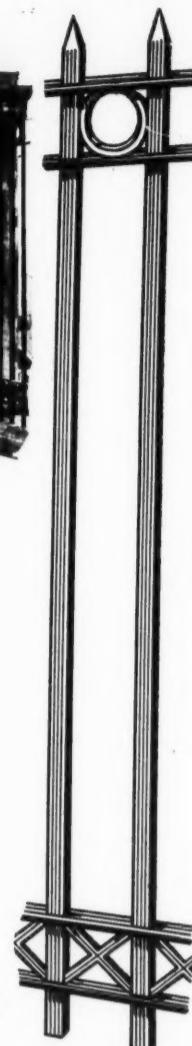
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## SCHOOL ADMINISTRATION

—The school board of the Shasta, Calif., Union High School will no longer employ married women teachers. The members are actuated by the belief that the young unmarried women should be given a chance to teach in preference to the married women who have husbands to support them.

—"Public education is still in the grip of extravagant experimentation and unwarranted innovation," said Edward M. Sullivan, member of the Boston school committee. "Exploitation by educational experts and politicians for self-aggrandizement is a positive factor in excessive school costs. Too often school systems are administered more in the interest of educators, architects, and contractors than in the interest of the children. The taxpayer pays the price. Educational authorities have been pursuing an ideal of the diversified curriculum at the expense of the thoroughgoing fundamental education. They have the habit of introducing innovations at small initial cost which soon involve large expenditure."

—The middy blouse, as a garb for girls, will go into the discard as far as the high school of Pasadena, Calif., is concerned. Beginning with the fall term, the girl students, according to Principal John W. Harbeson, may select their own costume.

—The largest annual school meeting ever held in the Blissfield, Mich., school district was attended by over 400 citizens. The question hinged on the reappointment of W. E. Lantz as superintendent or the appointment of Harold C. Mason of Adrian. As events turned out, the present board officers, O. H. Johnson, president, and Edson Porter, secretary, were reelected to succeed themselves. Mr. Johnson defeated Mrs. Mae Keeler, a former board member, by a vote of 197 to 139. Mr. Porter polled 223 ballots, while L. C. Hoagland, his opponent, received 116. Ordinarily this would have indicated that the board had been sustained in its action of hiring Mr. Mason for next year, despite the feeling that Mr. Lantz, who was the leading figure in the erection of Blissfield's new \$115,000 high-school addition, should be retained for at least another year as a reward for his efforts here.

—The school board of Brooklawn, N. J., has adopted a rule barring married women teachers. The state board of education has notified the Brooklawn board that the rule is against public policy and in conflict with the state laws.

—A "speech department" has been established by the school system of Pontiac, Mich., offering six courses for which credit is to be allowed by the colleges and universities of the state. The funds for carrying on the course are obtained from the presentation of plays and receipts from the costume library. Some 300 costumes have been gathered.

—"One of the greatest handicaps to public education is the back-seat driver," said O. H. Plenzke, assistant superintendent of schools of Wisconsin in a public address recently. "These people who sit too far away from the driver's seat have far too short a vision to be qualified to pass judgment and do any actual directing of public-school affairs. Shortcomings of the educational system are well known to those administering the affairs of schools and leaders are endeavoring to make improvements constantly to remove the schools from public criticism."

—Somerville, Mass. The board of education has approved a recommendation of Supt. C. S. Clark that a ten-period plan be put into operation in the high school between the hours of 8:00 a.m. and 4:30 p.m.

—Erie, Pa. Elementary summer schools have been opened in five school buildings. Junior- and senior-high-school subjects will be offered in the Central High School. Under the rules, only two subjects may be taken by a pupil. Credit is given where the attendance has been regular, and where the examination has been passed. Last summer approximately 917 high-school students enrolled and 870 took the final examination, which indicates that the students themselves appreciate the opportunity afforded for making up work.

—New York, N. Y. As a means of improving teaching conditions in the city's evening high schools and making it easy for the students to obtain a secondary education, the budget committee of the board of education has reduced the pupil load from 30 to 28, placing them on an equivalent basis with the day high schools. The cost of the innovation will add about \$112,000 to the evening-school budget next year, and will require 114 additional teaching positions for new classes to be formed as a result of reduced class registers, and to take care of some 900 pupils on the waiting list.

At present, the teaching staff of the evening high schools consists of 766 instructors of academic, commercial, and industrial subjects, for a student en-

rollment of 24,000. Next year, the teaching staff will be increased to 880, and the number of evening sessions from 140,636 to 159,887.

## TEACHERS AND ADMINISTRATION

—The Akron, Ohio, school board laid over the reappointment of twelve teachers to a subsequent meeting. At the second meeting their appointment was ratified, which prompted the Akron Journal to remark: "It is apparent that this belated finding, which comes after the twelve teachers had been subjected to both humiliation and anxiety, could have been reached before the regular meeting of the board at which the entire teaching staff was employed. There was plenty of time for examination and inquiry, but neither appears to have been made. Retention of the instructors on the school staff is, of course, a vindication for all of them, but it makes no amend for the cavalier treatment to which they were subjected."

—Miss Mary E. Molt, a teacher in Public School No. 171, New York City, who has been in the service for fifty years, was the honor guest at a dinner provided by 100 of her associates. She was presented with an embossed volume reviewing her work as a teacher.

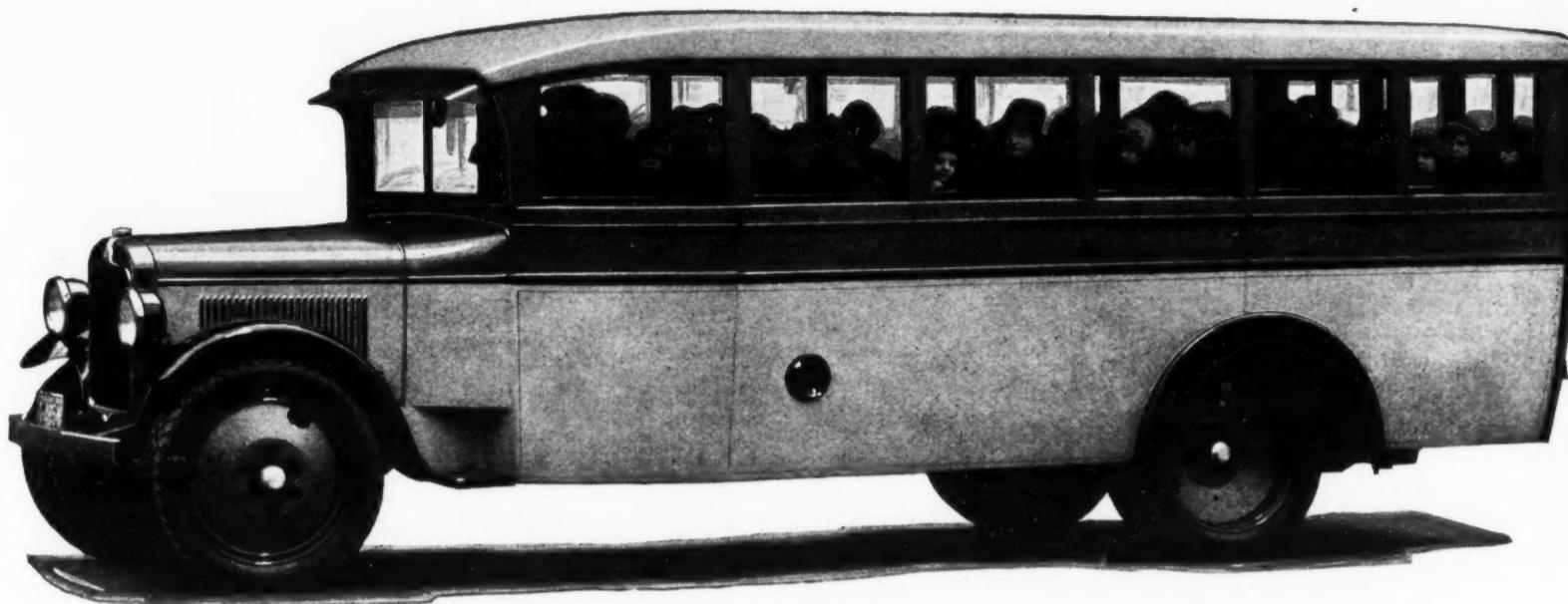
—Frank T. Powers recently appeared before the school board of Lewiston, Me., in behalf of the Lewiston Teachers' Association to secure new regulations regarding teachers' leave of absence. Mr. Powers suggests an extended leave of absence every seventh year on half pay.

—The board of education of Raton, N. Mex., has established a ruling that teachers must attend summer school at least six weeks every other summer. Under a new schedule, teachers will receive compensation for extra work taken in summer school.

—There are 3,058 teachers in the schools of St. Louis, Mo. Of these, 150 have passed the age of 60, 93 have reached the age of 65, 74 are more than 70 years, 19 are 75, and two are 80 years. It is proposed to introduce the emeritus system whereby a teacher would be relieved from active service but still "retain an honorary position." In commenting on the plan, the St. Louis Globe-Democrat says: "Justice to veteran and deserving members of the teaching force and, in less degree, justice to the schools themselves, would be served by an emeritus system, at least until the legal barriers to a retire-

(Concluded on Page 110)

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(Concluded from Page 108)

ment system are removed. It may be that this plan has legal defects, but preliminary examination reveals no serious flaw. If put in effect and found valid, it might be continued in preference to any other retirement plan."

—The dismissal of Miss Rosalind White by the board of education of Hartford, Conn., is being investigated by the common council of that city.

—Four candidates for the school board of Decatur, Ill., refuse to commit themselves on the married-teacher question. The citizenship is divided on the subject.

—The question of holding teachers to their contracts came up in the board-of-education meeting at Springfield, Mass. Some teachers had left the school system without permission before the expiration of the school term. As a result, two members of the board, Frank H. Lowe and Fred C. Dobbs, suggest that teachers be required to give a bond to assure contract.

—The board of education of Erie, Pa., during the school year 1928-29 has voted to grant bonuses or increases in salary to teachers for approved extension courses. Beginning with September, 1929, the board will give recognition for approved and related university courses taken by any teacher after employment and after having secured standard certification, by advancing the teacher's salary from the stated maximum toward the supermaximum, at the rate of \$50 per year for each twelve semesters of approved and related training.

Last year the board took a step in this direction when it proposed to give recognition for those who had previously received bonuses for their credits. The present action will recognize credits for which increase in salary was received, as well as those for which bonus was received. The rule provides that, after 36 semester hours of work have been presented, no further recognition by bonus or increase may be granted, except what may be granted in consideration of the earning of a college degree.

—Beaver Dam, Wis. The board of education has adopted a resolution which provides for the proportioning of the salaries of instructors who divide their time between the vocational school and the public-school system. Each board will pay for the time of each of these instructors from now on.

—Milwaukee, Wis. The school board has revised its rules and regulations governing teachers in re-

lation to sick absence and sick leave. The revised rules read as follows:

"Principals or teachers absent from school on account of personal illness duly attested by the principal on the time sheet, shall be allowed half pay for no more than a total of ten days in any one school year, provided they have been in service three months following election. Unused days of sick absence in any year may be accumulated and made available as sick leave as hereinafter set forth.

"Principals or teachers who have been in the service over three years since the last date of election may request an examination by a physician appointed by the school board and upon his recommendation to the superintendent and the superintendent's recommendation to the appointment committee, may be granted leaves of absence for illness to the end of the semester or of the school year as may be necessary. The number of days for which allowance at half pay may be granted at one time shall be cumulative up to a maximum of 180 days.

"Any principal or teacher returning from sick leave must present to the superintendent a certificate of sound, mental, and physical health from the physician appointed by the school board before reassignment by the superintendent. (No allowance shall be made for service prior to September, 1903. Deductions shall be made for any absence on half pay since that date and double deductions for any absence on full pay.)"

—The committee on law of the New York City board of education has approved a recommendation of the board of superintendents, providing for an amendment of the salary schedule governing teachers in charge of vocational or trade schools. The schedule, which is designated Schedule IIIb, is as follows: Teachers with one year of service, \$4,600; teachers with two years of service, \$4,800; and teachers with three years of service, \$5,000.

—Boundaries of school districts in Wisconsin may be changed, without resort to court proceedings and by the method provided in the act of 1927, under a recent decision of the county court of Jefferson county. While the lower court has pronounced the law unconstitutional, it is possible the supreme court will be appealed to for a reversion of the decision.

The decision in the case is of great interest throughout the state, since there are about 300 school districts to which the law applies, and in

many of them there are applications pending for a change in boundaries.

—The Wisconsin Department of Public Instruction has called attention to a section of the state school law, which is to the effect that every person in the service of a school district, except the district officers, is an employee and has rights which may be enforced under the workmen's compensation law in case of accident or injury while on school premises. It is brought out that in all cases where three or more teachers are employed in a school, the district is liable for compensation for any accident occurring on the school grounds, even though no contract to that effect has been entered into.

#### CHATS DURING RECESS

—Every school day Mary B. Judd goes to the little schoolhouse in District No. 2, Lyonsdale, near Lowville, N. Y., to put in her allotted number of hours. For she is a teacher with a school, on a regular salary and no pupils. Years ago there were so many as 30 pupils in the lonely district, known as the French settlement. Last year there were six. This year there are none.

—Bad Axe, Mich. John G. McKay, superintendent of Ugly schools, gave an exhibition of sleight-of-hand and magic at the meeting of the Bad Axe Community Club Wednesday noon in the Hotel Irwin. Mr. McKay demonstrated that he was a magician of ability, performing sleight-of-hand tricks with ease, as well as two escape tricks. His efforts met with hearty applause from the club.

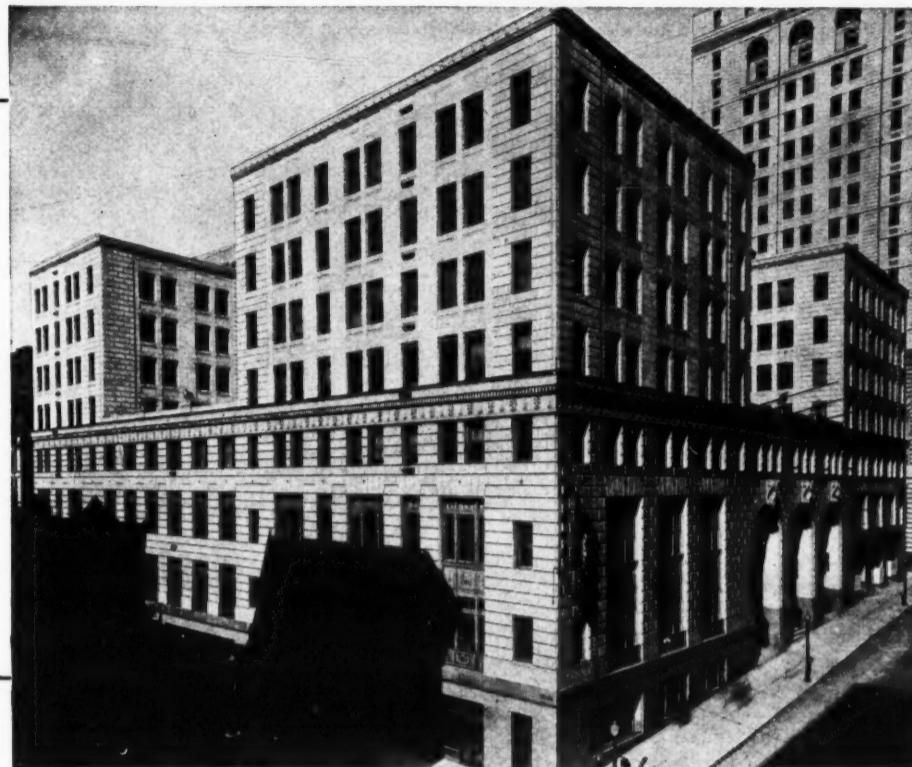
—At Conesville, Iowa, a lad at school had the habit of kicking his associates in a painful manner. The teacher, Mrs. C. E. Burnett, advised "tit for tat" and the lad got all he had coming. Thereupon, his parents had the teacher arrested on the charge of cruelty. The judge exonerated the teacher. He had been a party to a similar method of discipline in a case where a boy abused children smaller than himself.

—Peoria, Ill. The school board has recently been criticized by local political and civic clubs because of the charges exacted for the use of school buildings as meeting places. Under the rules, the sum of \$25 is charged for the use of high-school auditoriums. In the grade buildings, a charge of \$10 is made for an auditorium, or \$5 for the use of one of the classrooms. The board points out that the cost of heat, light, and janitor service for an evening amounts to \$27.50. The janitor receives a fee of \$3 for night service.

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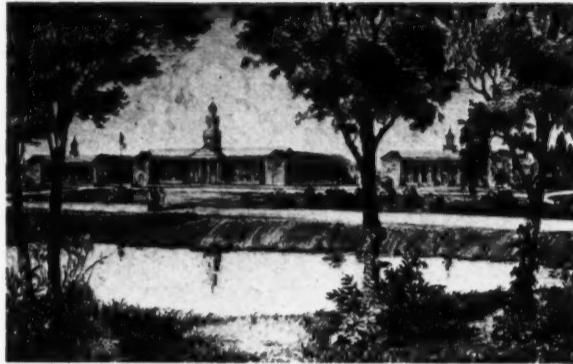
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## SCHOOL BOARD NEWS

—H. Wallace Caldwell, the newly elected president of the Chicago board of education, announces that "the interests of the board itself, of the teaching force, or any other agency involved, must be secondary to the interests of the school child." The Chicago News, in commenting on this statement, says: "This announcement of purpose and intention will gratify the community, which has been humiliated and pained by various actions and policies of the retiring president, who naively says that officially he 'had but one desire—to please the mayor.' Now he pays the penalty of his subservency. His régime is over."

—The school business department of Stamford, Conn., in a recent statement, gives much credit to Supt. Joseph A. Ewart for the careful manner in which he has conducted the schools during the past year in the face of unusual handicaps. The school appropriation last year was \$1,105,510. This year the budget is \$1,199,326.48, or an increase of \$98,816.48. The amount represents approximately an 8½ per cent increase made necessary by additional janitor service, fuel, light, and power for the new high school.

It is believed that the new high school will attract more students, especially in view of the fact that many more students are going to high school than was the case formerly, so that it is believed safe to predict an increase of 400 pupils, which means also teachers, books, and supplies.

—The Boston school board has refused to consider a petition of the Boston League of Women Voters for the appointment of deans for girls in the city high schools, or to refer the request to the city superintendent for study. The proposal was declared to be the same as that for girls' advisers, which was rejected several months ago.

—Clifton, N. J. The Erie Railroad has asked the cooperation of the school board in a safety campaign to keep children from playing on railroad

tracks. The railroad has conducted an annual campaign to prevent accidents and injury to children on railroad property.

—Buffalo, N. Y. The school board has approved the salary increases for civil-service employees of the school department. The increases amount to \$150 a year over that formerly received.

—Members of school boards may not legally be interested in contracts with boards, according to an opinion of W. M. Brucker, attorney general of the state of Michigan. Under the Michigan school code, a member of the school board may not write insurance or bonds for the school district. It is also illegal for the board to purchase coal or other supplies from firms in which members of the board are interested.

—Rockford, Ill. The school board has awarded contracts for 6,435 tons of coal, at a cost of \$31,009. The largest contracts were for 2,900 tons of coal at \$19,594, and 1,000 tons of coal at \$5,210.

—Elgin, Ill. The board of education has rescinded a rule which sought to supervise publicity matter relating to the schools. Last fall the board issued a "muzzle order" as a result of a published public reply of Supt. R. W. Fairchild to an article in the press by A. M. Price, president of the board. In a brief statement, Supt. Fairchild said "it will undoubtedly be a relief to the majority of the citizens to know that they may again be acquainted with the facts regarding the operation of the schools.

—Sault Ste. Marie, Mich. Eight of the twelve members of the board of education resigned on June 12 and two more will tender their resignations, as a result of the defeat of a proposal to spend \$41,600 for an addition to one of the schools. The proposition was defeated by a vote of 234 to 273. A special election will be necessary to obtain a new board of education.

—Lynn, Mass. As a result of a controversy a year ago, the school board has passed a rule prohibiting prize contests and essays of a controversial nature. Under the rule, no contest, essay program, or other matter from agencies outside the schools may be admitted without the approval of the superintendent and the school board.

—Charges of brutality preferred against a teacher in the Walnut Grove School, Council Bluffs, Iowa, by 33 parents and residents of the district, are being investigated by the teachers' committee of the school board. It is charged that one of the teachers used drastic and brutal means of terrifying her

pupils into submission by whipping, slapping, and beating them.

—Moline, Ill. The board of education has been asked to stop the sale of candy in the high-school cafeteria because it has a tendency to tempt children to eat candy instead of wholesome food. Principal E. P. Nutting has replied to the objections by showing that the sale of candy in the cafeteria has decreased and that the sale of ice cream, on the other hand, has increased from \$800 to \$1,800 worth in three years.

—Alton, Ill. The school board has voted not to centralize the school offices in the Boals Building this year. Under the present plan, the various school offices will be centered in the Roosevelt High School. The office of the building and supply commissioner will be moved to that building and there will also be space for supervisors and administrative officers of the school system.

—Atlanta, Ga. Unlimited debate will continue to be the rule of the board of education as a result of its action in voting down a cloture rule which would have limited each member to five minutes' speaking time on any one subject. The rule was defeated 5 to 7, three of the votes in its favor being cast by the women members of the board.

—Clinton, Iowa. The school board has ruled that all waste, especially that produced in the manual-training shops, must be destroyed or placed in metal containers when no longer in use.

—Atlanta, Ga. Mr. W. E. Saunders has presented a proposition to the finance committee of the city council in which he asks that a \$3,000,000 bond issue be submitted to the voters, to be used for school, park, library, and other municipal purposes.

—Keleva, Mich. At the annual meeting of the school board, steps were taken to provide for the erection of a house for the use of the school superintendent. It was voted to spend \$1,500 on the project and to rent the house to the superintendent.

—Lynn, Mass. City Solicitor P. F. Shanahan has been asked to advise the school board as to the legality of the "residence-in-Lynn" order recently adopted by the board for members of the teaching staff.

—Lima, Ohio. The school board has awarded contracts for 3,200 tons of coal, for seventeen school buildings, at a total cost of \$15,348.

—Lowell, Mass. The school committee, through its attorney, has filed a petition for a writ of man-

(Concluded on Page 115)

Notre Dame Academy, Omaha, Nebraska, which is representative of the most modern type of school planning. M. J. Lahr, Architect. The illustration shows the first unit of the entire proposed building.



**Here's What KERNERATOR Assures:**

1. Overcomes the chief cause of 75% of school fires through trash piles in the basement.
2. Banishes the trucking of waste paper and sweepings to the basement.
3. Entirely does away with the expense of buying, cleaning, and replacing of garbage cans.
4. Provides for instant disposal of refuse from cafe and cafeteria.
5. Makes it unnecessary for foul-smelling garbage wagons to call for garbage.
6. Provides more sanitary surroundings, and greater health assurance.
7. Costs nothing to operate or maintain—requires no fuel—an occasional match burns the waste and air-dried garbage.

**A FEW OF THE MANY KERNERATOR-EQUIPPED SCHOOLS**

- Little Rock High School, Little Rock, Ark.
- Troup Junior High School, New Haven, Conn.
- Mt. Vernon Seminary, Washington, Dist. of Col.
- St. Andrews School, Chicago, Ill.
- Roland Park School, Baltimore, Md.
- Harvard Medical School, Boston, Mass.
- Sacred Heart Seminary, Detroit, Mich.
- Eastman School of Music (Dormitory), Rochester, N. Y.
- Mt. St. Mary's Theo. Seminary, Cincinnati, Ohio.
- St. Ann's Parish School, Cleveland, Ohio.
- Philadelphia College of Pharmacy, Philadelphia, Pa.
- R. I. School of Design, Providence, R. I.
- Central High School, Fort Worth, Texas.
- Emmon's School, Huntington, W. Va.
- Milwaukee Country Day School, Milwaukee, Wis.

## NOTRE DAME ACADEMY *will not tolerate garbage cans and trash heaps! . . . . .*

**S**HANITATION was a prime consideration when the Notre Dame Academy of Omaha, Nebraska, was being planned. Filthy, germ-breeding garbage cans and unsightly, insanitary trash heaps would be distinctly out of place in such a modern institution.

The Kernerator was wisely chosen to solve the problem of waste disposal in a practical, sanitary, economical manner. Word was recently received from the Academy as follows: "The chimney-fed incinerator (Kernerator) which was installed into our building two years ago has proved to be of unusual service. We are happy to inform you that all the inhabitants of the Academy appreciate the convenience."

Garbage, papers, sweepings and trash of all kinds are simply dropped through handy hopper doors on floors above and fall to the incinerator in the basement. Exclusive Kernerator design permits the accumulation to become quickly air-dried. An occasional lighting burns the waste—no fuel is required.

There are Kernerator school models as low as \$250 and the masonry adds but little more when the regular chimney is used. Send for our new illustrated school book which gives valuable information on uses and installations of Kernerator.

**KERNER INCINERATOR COMPANY**  
733 E. WATER ST. MILWAUKEE, WIS.

# KERNERATOR

REG. U. S. PAT. OFF.  
THE CHIMNEY-FED INCINERATOR

*Garbage and  
Waste Disposal*



*Instant, Sanitary,  
Costless*



*Now used as  
both a paint  
and an enamel*

THE first interior painting product ever to make this claim—*replacing both paint and enamel.*

A claim fully justified by the facts, for hundreds of fine buildings are now using Barreled Sunlight to replace enamel—as well as for painting jobs.

An *all-oil product*, whose pigments are ground so fine that it produces a surface with the washable smoothness of tile and the beauty of high grade enamel. Costs less than enamel, is easy to apply, and requires fewer coats!

*Guaranteed to remain white longer than any gloss paint or enamel, domestic or foreign, applied under the same conditions.*

Extremely easy to tint. Oil colors blend readily with the oil base of Barreled Sunlight.

Sold in cans and drums. Gloss, Semi-Gloss, and Flat finishes. For priming, use Barreled Sunlight Undercoat. See coupon below.

U. S. GUTTA PERCHA PAINT CO.  
44-H Dudley St., Providence, R. I.  
Branches—New York, Chicago, San Francisco  
*Distributors in all principal cities*

## Barreled Sunlight

Reg. U. S.

Pat. Off.

U. S. GUTTA PERCHA PAINT CO.  
44-H Dudley Street, Providence, R. I.

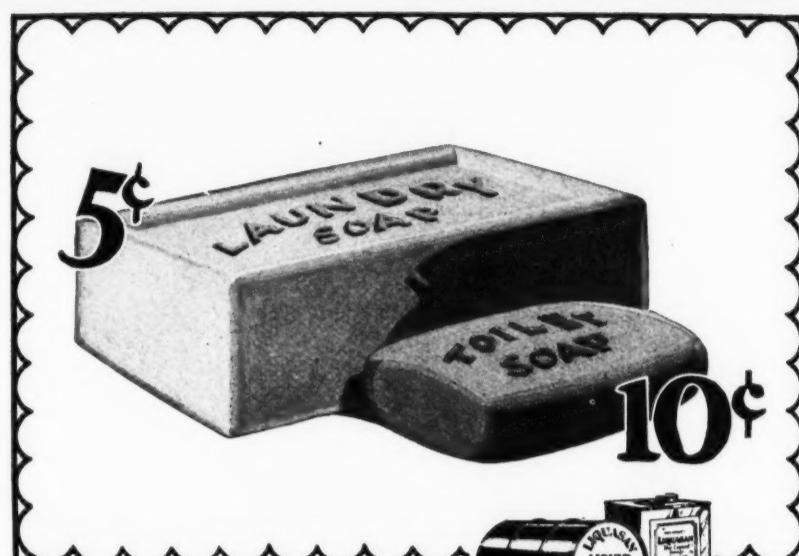
Please send us your booklet "Interiors of Lasting Whiteness," and a panel painted with Barreled Sunlight.

Name.....

Street.....

City.....

State.....



*Quantity  
of SOAP SOLIDS,  
all that counts?*

NO! And yet many people believe it. But consider the two bars of soap illustrated above. The large bar of laundry soap costs 5c. The small bar of toilet soap costs 10c. For one-fourth the quantity of soap, you willingly pay twice as much. Why? Because the quality of the toilet soap is much better suited for use on the human skin than the laundry soap which is strongly alkaline and made with the cheapest ingredients. Don't be satisfied merely to know the percentage of soap solids for . . . .

### Quality Counts too!

How the soap is made and whether the soap solids are made from the finest ingredients has much to do with your satisfaction in the use of a liquid toilet soap. In Liqua-San the soap content is guaranteed in writing on every container, but *your best guarantee* is the laboratory method of manufacture from the finest obtainable ingredients which assures that *soothing quality, rich lather and quick cleansing properties.*

*Write today for more information about*

## LIQUA-SAN

*The Liquid Soap-*

  
*The Huntington Laboratories*  
INCORPORATED  
Huntington, Indiana



## All These Advantages

—are to be gained with the installation of Rundle-Spence Vertico-Slant Fountains.

Thirst is satisfied sanitarily. Lips can't touch the R-S nozzle. No chance for germs to hide—no possibility for contamination to arise or spread. R-S Fountains take up little space, check the waste of water, fit into any surrounding, and give continuous service the year 'round.

The R-S line includes Sanitary Drinking Fountains (in models for all school requirements), Bath and Plumbing Fixtures and Supplies. Write for catalog with complete information.

**RUNDLE-SPENCE MFG. CO.**  
51 Fourth St., Milwaukee, Wis.

**RUNDLE-SPENCE**



(Concluded from Page 112)

damus to force the city government to provide the sum of \$1,461,533 for the conduct of the city schools. The amount sought by the board is that originally requested in the budget estimates, whereas the amount allotted by the city council was \$67,000 less.

—Revere, Mass. For the first time in the history of the city, and probably in the state, a high-school graduating class has been forced to donate a fund for its commencement exercises. Mayor John E. Walsh had refused to approve a \$250 appropriation to defray the commencement exercises of the senior-high-school class.

—An all-day celebration characterized the dedication of the new school at Johnstown, Ohio. A flag presentation was made by D. W. Scovell.

—The Bell Miller High School, erected at Waynesboro, Pa., at a cost of \$250,000, was formally dedicated. Dr. William M. Davidson, superintendent of the Pittsburgh schools, made the dedicatory address.

—The board of education at Atlantic City, N. J., is erecting an administration building. The building will house all the administrative departments of the school system, including the superintendent, the assistant superintendent, the supervisors, the directors of special subjects, the attendance department, the bureau of information, and the clerical staff of each department.

At Terre Haute, Ind., the slogan "home teachers first" has been urged. The Terre Haute Tribune says: "The first rule of the school board should be for the employment of the Terre Haute teacher. This has not been the case in the past. There has been a singular lack of confidence on the part of the school board in the Terre Haute teacher, and the executive places in the school force have been filled in many cases with nonresidents."

—The rotary club of Newark, N. J., during the last year completed a study of the playtime of pupils after school hours. The club received replies from nearly 28,000 boys from 8 to 17 years of age in attendance at the public and parochial schools of the city. The report showed that more than half of the boys went to the movies once a week, nearly 6,000 went twice a week, and most of the others went two or three times a month. For a majority of the boys, the streets were the playgrounds, while one in nine belonged to some organized gang. Only one boy in five was under

the influence of a church or other organization doing social work for boys. As a result of the findings, the club recommended better recreational opportunities and vocational guidance for continual-school boys of 14 to 15 years of age.

—The forty-fourth annual meeting of the Associated Academic Principals of New York state will be held December 27 to 29, at Syracuse, N. Y.

—Fond du Lac, Wis. The school board has proposed new rules which provide for compulsory professional advancement of teachers on the staff. Under the rules, teachers who do not attend summer school will be reduced in rank, or refused salary increases. The purpose of the new policy is to offer all instructors a chance to obtain fair compensation for the years of their professional advancement and experience.

—Stevens Point, Wis. The school board has adopted a policy not to employ married women teachers in the future. Married women teachers on the staff are not affected by the rule.

—The board of education of St. Louis, Mo., has entered into a contract with the public-school custodians' mutual aid association, in which the association is given the privilege of handling all the concessions at the school stadium, without monetary compensation to the board.

Under the arrangement, all food products must be approved by the state pure food commissioner. All prices are to remain the same for the period of one year, and any change in price must be approved by the commissioner of school buildings.

The manner of handling and auditing the moneys received, and the disbursement of the funds must have the approval of the commissioner of school buildings. The jurisdiction and control of the concessions is to be under the supervision of the commissioner of school buildings.

The association agrees to furnish all necessary equipment and to keep clean at all times the quarters assigned to it in the stadium. Articles of food, beverage, or any other article sold within the stadium grounds, must be approved by the commissioner of school buildings. No bottled goods are permitted to be served in the seating decks, and all beverages must be served in sanitary cups.

The profits accruing from the sale of foods and drinks are to be applied to a benevolent fund for the relief of disabled, aged, or infirm custodians of the public schools.

—Scotia, N. Y. The school board has adopted



C 92

Handsome vitreous china one-piece fountain. Combines all the conveniences of the vertical stream with the special slanting stream feature. Glass or cup may be easily filled from it.



C 147

A pedestal fixture of galvanized pipe with extra heavy vitreous china bowl and vertico-slant stream. An extra strong fountain for the playground.

a budget of \$221,674 for the school year 1928-29. Of this amount, \$150,719 will be raised by taxation.

—Wellsville, N. Y. The school board has revised the rules governing sick leave for teachers. The new policy which governs in all cases affecting absence from duty, became effective in September, 1927. The rule is as follows:

Full pay for absence will be allowed in case of personal illness, making it impossible for the teacher to perform her duties; in case of death in the immediate family (father, mother, brother, sister, husband, wife, or children).

During the first year of service, time will be allowed up to the limit of five days; teachers who have given one year or more of service in the schools, will be allowed ten days per year.

The number of days unused because of nonabsence from duty will be cumulative up to a maximum of fifty days. In cases where the teacher does not use any of the days allowed for a period of three years, a period of thirty days' leave will be allowed during the fourth year of service. The total number of days accumulating depends upon the number of days the teacher is entitled to each year and the number used in a given year.

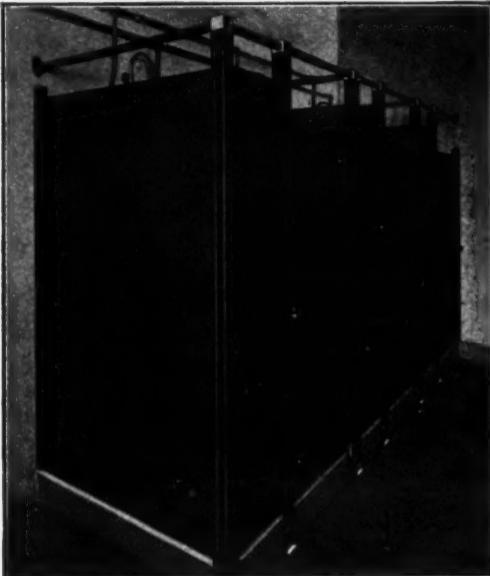
—Boston, Mass. The school board has been asked to approve an amendment of the rules providing for a change in the hours of employees in the supply room. The rules require that the supply room be open and the assistants be present every day in the year, Sundays and legal holidays excepted, from 8:30 a.m. to 5:00 p.m., and on Saturdays from 8:30 a.m. to 1:00 p.m., except during July, August, and September, when the hours will be from 8:30 a.m. to 12:00 m.

—New York, N. Y. Permission has been given Supt. W. J. O'Shea to excuse, without loss of pay, the absence of principals and teachers for the purpose of receiving degrees from colleges and universities. The absence must not entail additional expense to the board, and provision must be made for the satisfactory care of the work of teachers and principals absent for this purpose.

—New York, N. Y. The board of education will shortly limit the number of students being trained as teachers in the three city training schools. The action has been taken as a result of the last examination for teaching licenses, in which almost half of the graduates failed to be listed for appointment. There were 812 graduates who took the examinations, and only 463 qualified.



PARTITION BUILDERS SINCE 1915



Salesian Institute—New Rochelle, N. Y.

## Gaining In Popularity Everywhere

### Sanymetal Flush Type Partitions

TOILET and shower partitions without moulded panels, as developed and perfected by Sanymetal, are being enthusiastically received by School Boards in every section of the country. Their flush surfaces are easily kept clean and sanitary. Their interlocking construction makes them water-tight, as well as fire-safe and vermin-proof.

Exceptionally durable and attractive, these partitions are easily and economically installed.

Sanymetal Products for Schools are: Toilet, shower, dressing and urinal compartments. Corridor and smoke screens. Metal doors and wainscot. Sanymetal Gravity Hinges. Write for New Catalog No. 30.

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# For Schools T.M. Reg SANYMETAL PARTITIONS

## Toilet and Shower

#### DEDICATE FOUR THOUSANDTH ROSENWALD SCHOOL

The new Berry O'Kelley School in Wake county, N. C., which was dedicated on April 4, is the four-thousandth Rosenwald school to be erected with the aid of the Rosenwald Fund.

The new building, which is two stories high, contains eleven classrooms, an office, a library, and an auditorium and will be devoted to high-school work. The building cost \$40,000 and received a contribution of \$2,100 from the Julius Rosenwald Fund. The building is located on a ten-acre site, about

two miles from Raleigh, in the village of Method, and the site is valued at \$15,000.

Mr. Julius Rosenwald and representatives of a number of educational boards and institutions were present at the dedication which was presided over by Mr. N. C. Newbold, director of negro education in North Carolina.

#### RULES AND REGULATIONS

—New York, N. Y. The board of education has adopted new rules to govern tardiness of teachers. Under the rules, teachers may be both late and absent. If they get to school at 9:15 a.m., they are absent 35 minutes, and 20 minutes of the 35 minutes' absence is lateness before 9:00 a.m. A teacher who arrives at school at 8:50 a.m., is marked ten minutes late, while a teacher reporting for duty at 9:15 a.m. is marked absent for 35 minutes.

—The school board of St. Louis, Mo., has adopted new rules governing the appointment and duties of the assistant superintendents-emeritus, the supervisors-emeritus, the principals-emeritus, and the tutor-assistant. The rules are as follows:

- It shall be the duty of assistant superintendents-emeritus, supervisors-emeritus, and principals-emeritus, under the direction of the superintendent, to act as substitutes respectively for regular assistant superintendents, supervisors, and principals and to perform such other duties as the superintendent of instruction may require.

- It shall be the duty of tutor-assistants under the direction of the superintendent, to act as substitutes for regular teachers, to give individual or small groups instruction, to assist the principal in making reports and the like, and to perform such other duties as the superintendent of instruction may require.

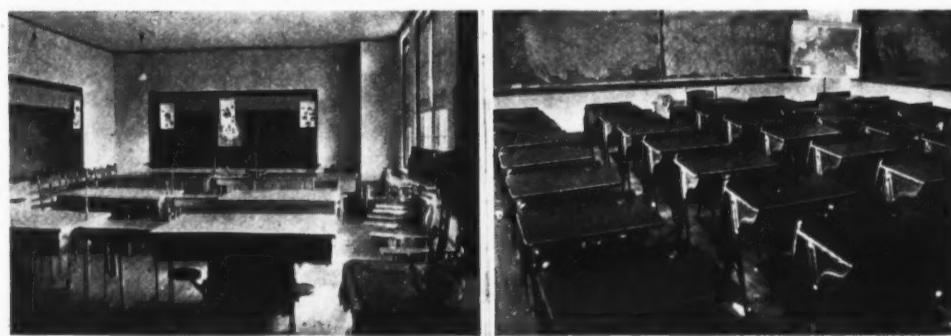
- Assistant superintendents-emeritus, supervisors-emeritus, principals-emeritus, and tutor-assistants, shall be appointed by the board upon recommendation of the superintendent. No person shall be appointed to any of said positions who shall not have attained the age of 65 years.

- Persons holding the said positions shall be subject to suspension or removal as provided by law.

- The tenure of assistant superintendents-emeritus shall be as provided by law for assistant superintendents. The tenure of supervisors-emeriti-

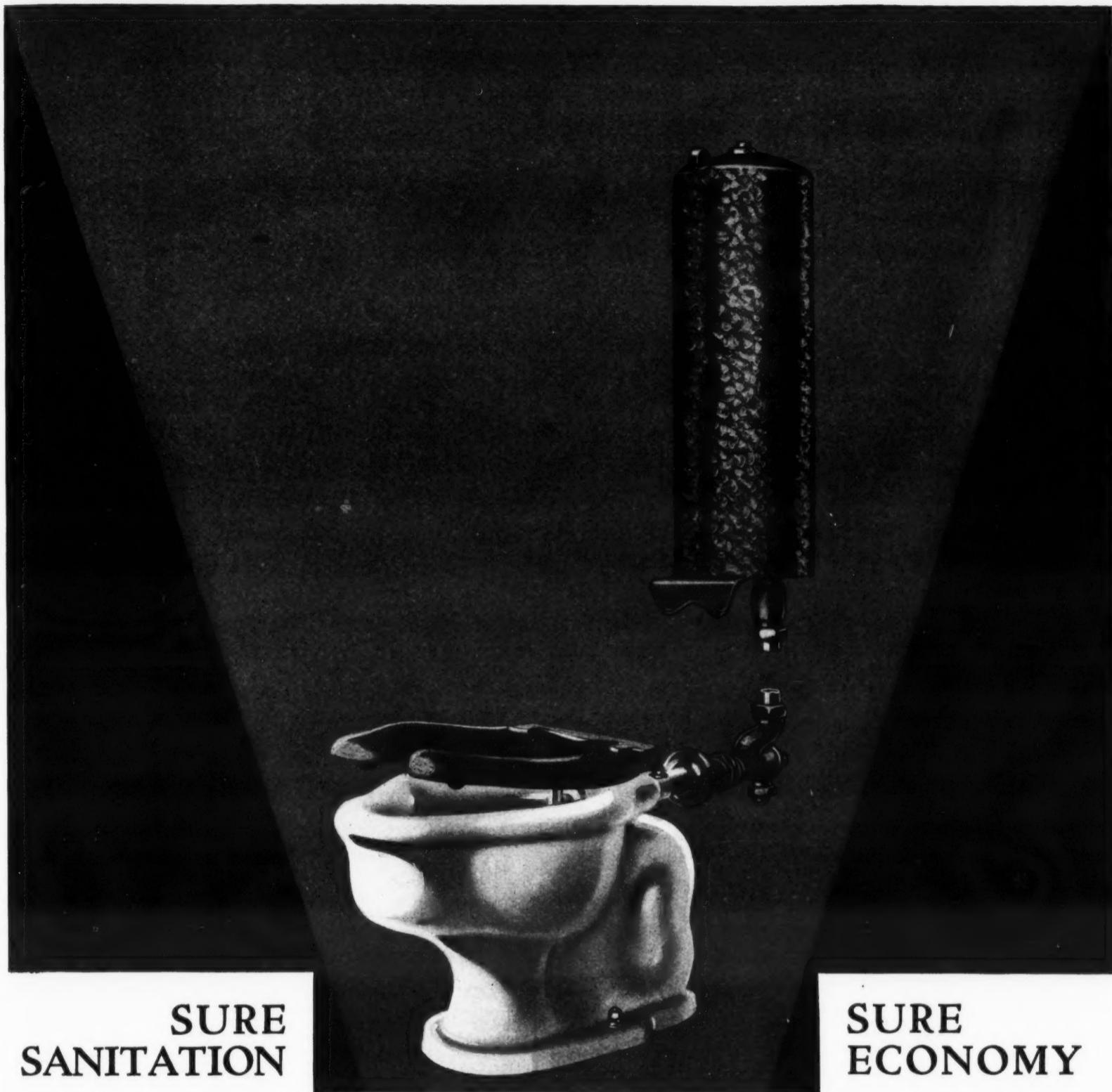


BERRY O'KELLEY SCHOOL, WAKE COUNTY, N. C.



INTERIOR VIEWS OF THE BERRY O'KELLEY SCHOOL, WAKE COUNTY, N. C.

(Concluded on Page 118)



**SURE  
SANITATION**

**SURE  
ECONOMY**

## *Two Very Good Reasons Why School Superintendents Choose Clow Madden Automatics*

Every school superintendent knows the importance of plumbing and sanitation. He knows closets, stalls, and lavatories must be surely sanitary, or dire may be the results. Clow Madden Automatics are built to go a quarter century.

After every use, a flood of water—though not a wasteful portion (economy again) drowns and carries off all smells and filth. *It's automatic.*

The entire bowl receives an equal flush—

### Record No. 109

In 1912, 12 Clow Madden Automatics were installed. Repairs were practically nothing. Today, after 16 years' service, they are still working perfectly.

*Location: Palatine School, Palatine, Illinois.*

for Clow bowls have no quirks or turns to shelter and hatch bacteria (sure sanitation).

Simple as A B C the Madden Valve has no diaphragms or counterweights. It has, in fact, only two moving parts — nothing to cause grief. It can't forget to work—it's automatic.

Superintendents can know that school sanitation and economy are *sure* with Clow Madden Automatics and Clow plumbing. (Read record No. 109.)

*James B. Clow & Sons, 201-299 N. Talman Avenue, Chicago*

**CLOW MADDEN AUTOMATIC**  
*Forty-Eight Styles, Heights and Types to Meet Your Requirements*

PLUMBING  
**XONCO**  
FIXTURES

# Durability— Utility— Beauty of Design

Plumbing fixtures for schools should incorporate these three features. Every "XONCO" fixture is designed and built with these three features as characteristics. And for over 45 years of unequalled service "XONCO" Plumbing fixtures have been accepted as standard for schools.

The highest quality materials and their sturdiness in construction make "XONCO" Fixtures lasting and serviceable. Furthermore their



PLATE 4373 N  
Vitreous china drinking fountain on concealed bracket, lever handle self-closing fountain valve with vitreous china bubbler having concealed pressure regulator, china index push-button faucet.

design and finish radiate beauty. These features combined with the resultant efficiency and economy in operation are the reasons school officials claim absolute satisfaction in their use.

If you need any assistance in settling plumbing difficulties please feel free to call on our plumbing experts. They are always at your service. And should you need any equipment have the "XONCO" catalog on hand when you specify.

## N. O. NELSON MFG. COMPANY

MAIN OFFICE: ST. LOUIS, MISSOURI

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Branches throughout the country.

Pioneer Manufacturers of Plumbing Fixtures for Schools

(Concluded from Page 116)

tus, principals-emeritus, and tutor-assistants shall be as provided by law for teachers.

6. Whenever any assistant superintendent, supervisor, principal or teacher shall attain the age of 70 years, he shall be transferred upon his own application if an assistant superintendent to the rank of assistant superintendent-emeritus, if a principal to the rank of principal-emeritus, if a teacher to the rank of tutor-assistant, and if he shall not so apply he shall be subjected to an annual examination, physical and otherwise, to be conducted under the direction of the superintendent of instruction, to determine his fitness to continue his duties in the position he then occupies. The results of such examination shall be reported to the board.

### AMONG SCHOOL SUPERINTENDENTS

—William J. Bogan, the new Chicago superintendent of schools, has been assured by President H. Wallace Caldwell of the board of education, that politics would not interfere with his conduct of the schools. Mr. Bogan was the unanimous choice of the board.

—The Garfield School District near Decatur, Ill., has been petitioned to reinstate Mrs. Mabel Muthersbaugh Odor as principal of the school.

—William McAndrew, the former Chicago superintendent of schools, won the first point in his fight to establish that he was illegally ousted by the board of education when Judge William N. Gemmill ordered a review of the trial of Mr. McAndrew by the board. Judge Gemmill issued a writ of certiorari, which orders the board of education to bring the entire record of McAndrew's trial into his court for a review. McAndrew's petition, which was drawn and presented to Judge Gemmill by Angus Roy Shannon and Francis X. Busch, his counsel, asks a hearing to have the proceedings of the board of education declared void and the order discharging McAndrew set aside.

—The mayor of Boston and members of the finance commission have been summoned before the Massachusetts supreme court to show cause why they should not be compelled to grant the school board an appropriation of \$1,461,533, an addition for current school expenses. In the petition for a writ of mandamus, the city council definitely throws down the gage of battle in a controversy that has been waging for some time. The city council long has contended that since the appropriating power is lodged in its hands, the school committee

must be satisfied to get along on the appropriation granted it by the council, like all the other departments.

—The state school superintendency of Colorado is now an elective office. An amendment proposes to make the office appointive. Petitions to that effect are being circulated.

If the amendment is voted by the people, Colorado will have a state board of education whose duty it will be to elect a state commissioner of education in the same way that the regents of the state university choose the president of the university and other faculty members of the institution. This board of education will not draw any compensation for serving and can receive only the actual expenses involved in transacting the business of the board.

—Mr. Charles D. Dawson, assistant superintendent of schools in Grand Rapids, Mich., has recently issued a report on city failures of pupils for the past ten years. Mr. Dawson has prepared tables to show that the greatest per cent of failure occurs in grade one, with slightly more failures in June than in January. In about three fourths of the cases, the smallest per cent of failures for elementary buildings has been in the high eighth grade. In only five of the eighteen semiannual reports included in the study has the lowest per cent of failure been in some other grade.

—The division of research of the Philadelphia schools has published its report to the board of education on the work of the schools for 1926-27. Educational measurements in arithmetic, algebra, geography, history, health knowledge, spelling, reading, English, and handwriting are reported. In addition, a large number of the activities of the division, such as analysis of promotion rates, educational guidance, curriculum construction, objective test construction, publicity, and so forth, have occupied the attention of the workers in the bureau to a greater or less extent. The summary of findings presents in a concise form the testing projects, the conditions which were found to be satisfactory, conditions which needed to be improved, and the problems which are in need of further study.

—The board of education of New York City has opened a total of 24 day schools for the all-day care of children whose parents are employed during the day. The schools open at 8:30 a.m., and continue in session until 5:30 p.m.

For the past eight years, the playground department has cooperated with the various local agencies

and bureaus in conducting the play schools. Children suffering from ailments that can be corrected by treatment or operation are enrolled. Children afflicted with malnutrition are placed on a special diet. Food, milk, medical attention, and nursing are provided by the various city departments and citizens' committees. The board of education furnishes a limited number of teachers.

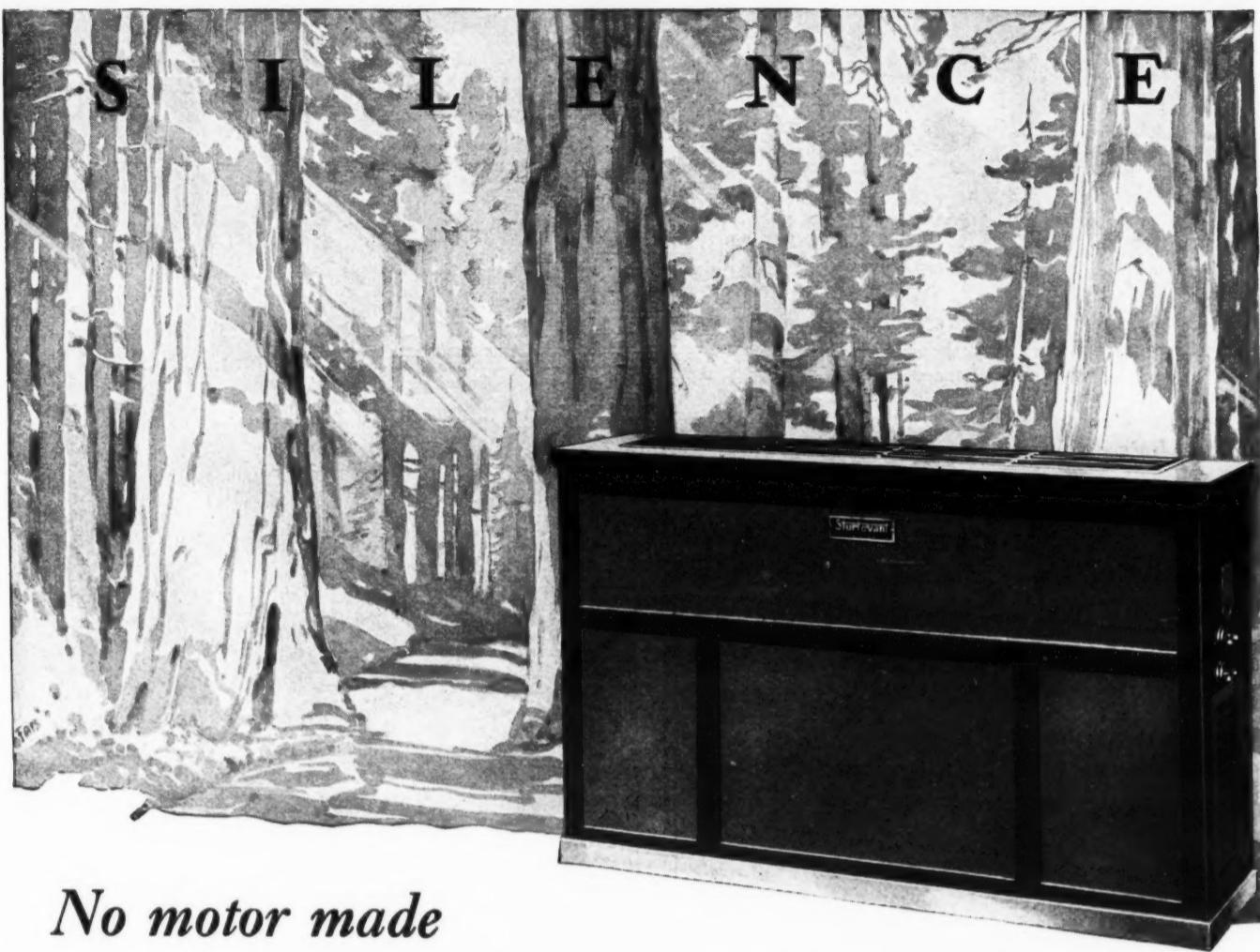
—"A seat for every child in the Akron public schools" is the slogan advanced by Thomas W. Gosling, the new school superintendent of Akron, Ohio.

"Fulfillment of this ideal involves the addition of classroom space to existing schools and the construction of new ones as rapidly as our finances will permit," he explained. "It is very unsatisfactory for children to attend school only part time or in overcrowded classrooms, as has been the case here for several years, owing to the rapidly increasing school population," he added. The new school chief also pledged himself to expansion of vocational training and to supervised recreation.

—"Year after year veiled tragedies go on in our schools. These are the failures of children to make their grade," says the Times of Guilford, Conn. "Parents and laymen are prone to lay the blame for this on the teacher or on the educational system. They do not perhaps realize that education is twofold—in the home as well as in the school. The facts heretofore mentioned are familiar to educators and the schools go to great lengths to supply the remedy. But without the cooperation of the parents, the school is handicapped."

—Mr. Otto Koenemund and Miss Julia Andes remain as members of the board of education of Secaucus, N. J., under a recent decision of Dr. Charles H. Elliott, commissioner of education, who held that undated resignations given to an appointing authority, prior to an appointment, are contrary to law. Both members were appointed to the board by the mayor after they had signed undated resignations, effective at the mayor's request.

The commissioner ruled that "for the appointing power, who possesses by law no authority to remove a school-board member, to secure from a prospective appointee an undated resignation, is to invest himself with the removal power to be exercised by him at will by the acceptance of such resignation." He also held that under such appointment, a member of the board becomes "a creature of the appointing power."



## No motor made

**was quiet enough for the "Silent" Unit Ventilator  
... so Sturtevant built the Super-Silent Motor**

A DIFFICULT task lay before the Sturtevant engineers who set out to build a really *silent* unit ventilator.

Not only did they have to design new fans that would move air noiselessly, but a new motor also had to be built. No motor made was quiet enough without the aid of troublesome spring suspension.

In the famous Sturtevant Research Laboratories—with every mechanical aid at hand to assist engineering skill, the work was begun. Designs were made and remade. Models were built and torn apart. Finally a motor was perfected—the first motor built quiet enough for silent unit ventilation, free from

magnetic hum, without spring suspension. A motor that requires but one oiling per year—with Phosphor Bronze Bearings, guaranteed not to wear "noisy."

This Sturtevant Super-Silent Motor and the new noiseless fans made possible the "Silent" Sturtevant Unit Ventilator. Silent operation, speed regulators and attractive metal cabinet work make it the ideal ventilator for school, church and office—any place where disturbing operating noise cannot be tolerated.

Arrange with the nearest Sturtevant office for a demonstration—test for yourself the outstanding quietness of the "Silent" Sturtevant.

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**Sturtevant** the *Silent* *Unit Ventilator*

REG. U. S. PAT. OFF.

# Are you as proud of your building as you are of your teachers?

IT is splendid to have a teaching staff of which the community boasts. It is just as commendable to have a building that is worthy of the teachers.

Not necessarily a new building, but the old one put in spic-and-span shape.

## SONNEBORN School Floor Treatments and School Paints

will transform the appearance of a school building at moderate cost, and do away with future upkeep cost for years to come.

Consider your floors. You can't expect an untreated concrete floor not to kick up dust that is unhealthful and annoying. And constant usage wears away unprotected concrete.



LAPIDOLITH, a liquid chemical concrete hardener, will stop concrete dust for all time. It will so harden the floors that they become strong and staunch for years. It does this by penetrating the concrete and binding together the loose concrete particles, producing a floor surface that is flint-like in hardness.

Don't neglect your wood floors. If they have not been treated with LIGNOPHOL they are literally parched for their original gums and oils that were lost to the wood when kiln-dried.

LIGNOPHOL not only hardens the surface against constant wear, but enters the inner wood and fills the wood cells with their original oils and gums. Your floors become resilient. They no longer splinter, check, crack, warp or rot.

Both LAPIDOLITH and LIGNOPHOL are as easy to apply as water. Since they dry overnight, your routine is not affected. Since any janitor can apply them, there is no extra labor cost.



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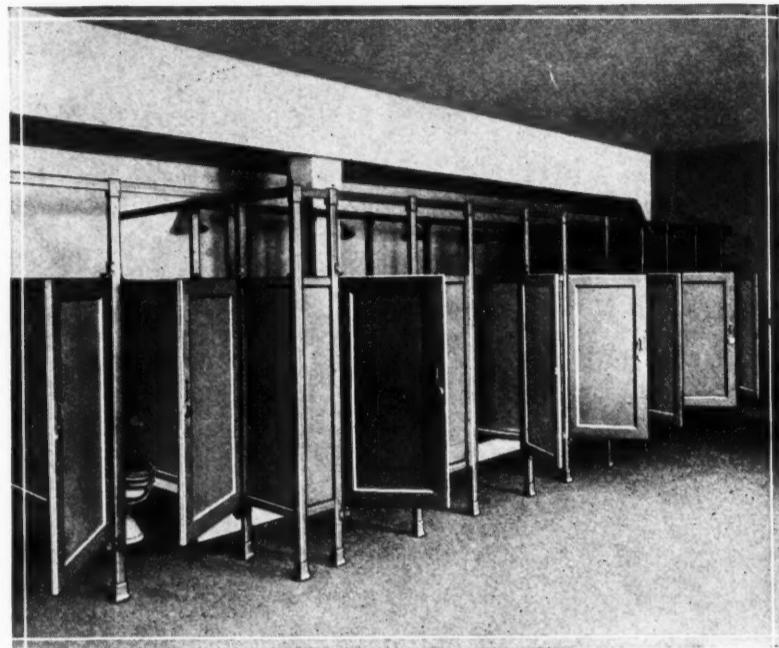
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A perfected and standardized product, the result of many years experience.

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Full panel interlocking construction in every sense of the word, all joints welded.

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The best steel possible for the purpose is used—Keystone Rust Resisting Copper Bearing Steel.

Hardware is heavy cast brass nickel plated.

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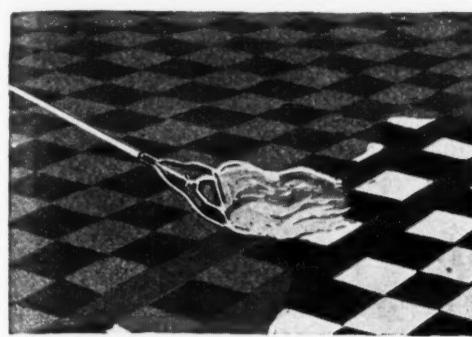
WE MAINTAIN A COMPLETE ENGINEERING AND SERVICE DEPARTMENT, SUGGESTED LAYOUTS AND ESTIMATES SUBMITTED.

**COMPLETE CATALOGUE NO. 14  
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A neutral liquid chemical cleaner which contains no harmful agents such as alkali, acid, ammonia, lye and caustic.

**SHINE-ALL** cleans, polishes and preserves in one operation all types of floors, walls, wood-work and desks. **SHINE-ALL** is the one cleaner for every surface.

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# HILLYARD'S ALL AROUND SERVICE

**TRACKLESS FLOOR DRESSING** is a scientifically prepared Wood Floor product which reduces the expense of floor maintenance and produces lighter and cleaner floors.

**HILLYARD CHEMICAL COMPANY**  
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conventions, thus enabling the rural members to attend. A recent convention held at Spooner, Wis., was conducted by A. A. Thompson of the state department. He discussed various school-administrative problems. A health talk was given by Dr. Irving Wiltrot. The new school laws were explained.

School-board conventions of Wisconsin were recently held in the counties of Price, Racine, Columbia, and Lincoln. The first two were in charge of George H. Landgraf and the second two in charge of George S. Dick, both gentlemen representing the state department of education.

The Price county meeting, held at Phillips, was attended by over 300 school-board members, including 65 school-district clerks. A health talk was made by Dr. Frisby, deputy health commissioner. At the Columbia county meeting, held at Portage, Dr. W. J. Miller discussed health topics. The Lincoln county meeting, called at Merrill, was attended by 54 clerks, 43 directors, 46 treasurers, and 59 teachers.

A school-board convention held at Merrill, Wis., was directed by George S. Dick of the state school department. Talks were made by Oscar Olson of Bradley, Charles Pond, Harrison, and H. Stevenson, Merrill.

The Bayfield county school-board convention was held at Washburn, Wis. The meeting was in charge of Mrs. Elsie M. Miller, county superintendent of schools. George S. Dick of Madison spoke on "Equalization and Tuition Laws." A talk on health topics was made by Dr. R. L. Frisby, the state health officer. A convention was also held at Phillips, Wis., with the same subjects and speakers.

Approximately 54,000 boys and girls under 16 years of age were released from full-time school attendance in order to enter employment in New York state during the year ending August, 1926, according to the United States Bureau of Education. About 90 per cent of the total number of children were from city schools. Nearly four fifths of the 53,644 children, or 42,530, remained in school until their fifteenth birthday, and three fifths of the pupils who left school to enter industry had completed at least the eighth grade. Under the law, no child under 15 may receive an employment certificate unless he has graduated from an elementary school. Only 6.69 per cent of those applying were refused permits, due, in most cases, to lack of physical fitness.

**SCHOOL-BOARD CONVENTIONS**

—The Chippewa county school-board convention, held at Eau Claire, Wis., was attended by 275 members. Miss Mildred Wilcox, county superintendent, presided. The speakers were President H. A. Schofield, Miss Hazel Vasey, George Landgraf, state supervisor, Dr. I. D. Wiltrot, and Miss Anna Johnson, county superintendent.

The Rock county, Wis., school-board convention was held at Janesville. A. A. Thomson, supervisor of state graded schools, was the principal speaker.

"Tourists are not the biggest factor in destroying school property," Mr. Thomson declared, answering an inquiry as to how protection of school-houses and grounds could be assured. His belief is that certain wanderers of a lower class cause the trouble. Warning to lock all outbuildings at night was also given. He advised signs asking help in protecting property rather than warnings not to destroy it.

—The Iowa county, Wis., school-board convention, held at Dodgeville, was under the direction of Superintendent Lillian Ellis. The Racine county, Wis., convention was directed by Miss Edith McEachron, county superintendent. George H. Landgraf of the state department defined the new school laws.

—The Green county, Pa., school directors, 135 in number, met in annual convention at Waynesburg. President F. E. Nyswaner opened the meeting with an address. Other speakers were Robert C. Shaw, deputy state superintendent of schools, and Kent Kelly, assistant county superintendent.

—The members of the Delaware and Troy (Ohio) township school boards met with the county board of education at Delaware and reached the following conclusions: (1) That the one-room school cannot furnish equal educational opportunities with a graded or centralized school. (2) That under the present law governing the distribution of the 2.65 mill levy, these two townships are paying out about \$6,000 annually to other districts because they have no high school. (3) That the combined valuation of these townships is much greater than any other district in the county system and that they could maintain a first-grade high school and transport all pupils at a lower tax rate than any other district in the county.

**WISCONSIN SCHOOL-BOARD CONVENTIONS**

—The state of Wisconsin, through its educational department, arranges annual county school-board

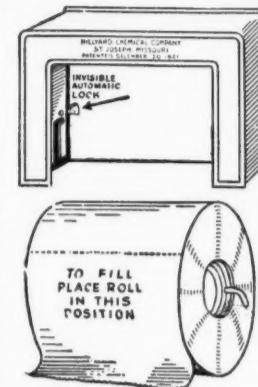
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PINE - O - CIDE, an antiseptic which reduces the spread of communicable diseases to a minimum and insures sanitary conditions.

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Economy Toilet Paper and Paper Towel Cabinets are made to receive around roll and are so manufactured as to release one sheet at a time. A substantial amount may be saved from the paper bill by the use of these Cabinets.

**EMULSIFIED COCOANUT LIQUID SOAP**

A pure liquid soap of very heavy anhydrous base. Manufactured from pure China Cochin Cocoanut oil.



Pat. No. 1648811

County school-board conventions were recently called at Sheboygan Falls, Chippewa Falls, Union Grove, Viroqua, Hillsboro, Wausau, and Berlin. Health talks were given at each meeting. George S. Dick and George S. Landgraf of the state department, conducted the meetings. Health talks and explanation of the new school laws constituted the main features of the conventions.

—Walter C. Martin has assumed the office of superintendent of school buildings of New York City. He succeeds William H. Gompert. His salary will be \$25,000 a year.

**MADDODCK RETIRES FROM PUBLISHING BUSINESS**

William H. Maddock, who has for many years represented the educational department of the G. & C. Merriam Company, publishers of the Webster Dictionary, has retired from active service. Maddock succeeded the late Major A. J. Cheney in 1902. He now goes to Rochester, N. Y., to become the sales manager of the educational department of the Eastman Kodak Company. He is a native of Iowa, and has been in the educational field since 1894.

**PERSONAL NOTES OF SUPERINTENDENTS**

—At Homewood, Ill., S. E. Adair was elected school superintendent.

—Supt. Charles F. Miller of the Indianapolis, Ind., school system has named three assistants which have been approved by the school board. They are Fred T. Gladden, Byron B. Williams, and C. C. Underwood.

—Gustave Straubenmuller, associate superintendent of schools of New York City since 1906, has been reelected unanimously for his fifth and last term by the board of education. In 1930 he will reach the retirement age of 70. Mr. Straubenmuller has served in every branch of the school system and has supervised most of the activities at one time or another. He became assistant superintendent of schools in 1895. In 1902 he became a district superintendent, and in 1906 he was elected associate superintendent.

—At Danville, Ill., C. E. Vance was reappointed superintendent. W. C. Baer was chosen high-school principal.

—E. W. Mattoon has been elected principal of the Morris, Ill., high school.

—G. H. Wickert of Astoria, Ill., was engaged as principal of the Cordova, Ill., high school.

—The Saline, Mich., high school will be headed by Thomas Nurnberger as principal.



## ELECTRIC TIME and Program Clock Systems



*Handley Memorial School, Winchester, Va.*

In the Handley School there is embodied one of the finest examples of modern school building practice in America.

After a careful investigation, Landis equipment was adopted because it met the most exacting requirements of their highly diversified curriculum, and because of its

simplicity, quality, and dependability.

When contemplating installing this type of equipment write us for details and we will gladly furnish full information and suggestive layouts to meet your particular requirements.

**LANDIS ENGINEERING & MFG. CO. — WAYNESBORO, PENNSYLVANIA**

—C. A. Davenport was elected superintendent of the Bogue Chitto Consolidated School, McComb, Miss.

—E. A. Oakley will head the Auburn, Wash., High School as principal.

—A. Grimes is the new superintendent of schools at Monticello, Iowa.

—William G. Hughes was elected secretary and Dr. W. H. Pollard a member of the school board at Springfield, Oreg.

—Edward Dugan, William Scrivener, and Edwin Crary were reelected members of the Southwest School District, Hartford, Conn.

—Dr. E. W. Tiegs, formerly assistant superintendent of schools at Minneapolis, has been elected dean of the University College, University of Southern California. Dr. Tiegs received his degree from the University of Minnesota in June, 1927, and in September of that year began his service with the University as acting dean.

—Supt. C. M. Carrick of Bellevue, Ohio, has been reelected for an additional term of three years. The reappointment at the hands of the school board is a recognition of the splendid work which Mr. Carrick has done during the ten years of his administration of the Bellevue schools.

—Mr. Starr M. King, of Malden, Mass., has been elected superintendent of schools at Newburyport.

—Mr. Melrose Martin of Albany, Calif., has been elected superintendent of schools at Ventura.

—Dr. Jacob S. Orleans has submitted his resignation as a member of the staff of the educational measurements bureau of the New York State Education Department. Dr. Orleans has become associated with the World Book Company of Yonkers, N. Y.

—Dr. John J. Tigert, United States Commissioner of Education, has been awarded the honorary degree of polite literature by Muhlenberg College, Allentown, Pa.

—Dr. F. M. Hunter, chancellor-elect of the University of Denver, was the guest of honor at a testimonial dinner given by five hundred leading educators of California.

—Mr. I. F. Hall, for 25 years superintendent of schools at North Adams and more than sixty years engaged in educational work in Massachusetts, died on May 27, at the age of 81.

—Supt. W. B. McFarland of East Las Vegas, N. Mex., has been reelected for another term. Mr. McFarland has completed twelve years of service

in the East Las Vegas schools, and an administrative experience of 25 years in the schools of the state.

—Dr. Frank E. Jones and Mr. Wm. H. Dunn have been reelected as president and vice-president, respectively of the Collingswood, N. J., school board.

### Test Floor Hazards

—The school safety committee of the Los Angeles, Calif., schools recently conducted a study of the accident hazards of oiled floors in school buildings. Out of 249 replies to questionnaires sent to schools, 69 reported accidents as a result of slipping on oiled floors.

The committee on floors came to the conclusion that oil, properly applied, is not dangerous to the occupants of school buildings, and recommended that a study be made of the manner of application where an accident hazard exists. It was suggested that oiling of gymnasium and kindergarten floors be discontinued.

### PUBLICATIONS RECEIVED

*Annual Report of the National Society for the Prevention of Blindness* for the year 1927. The Society in its report, shows what has been done in helping to safeguard the eyes of the next generation, by following up the work in prevention of blindness at birth, with demonstrations of preschool eye tests, preschool clinics, and cooperation in the establishment of sight-saving classes for the education of children with seriously defective vision. It is now possible to test, with some accuracy, the vision of children too young to read the letters on the charts used for adults. The sight of children as young as three and four years has been tested in this way and conditions requiring attention have been discovered and remedied.

Special sight-saving classes in public schools, first advocated in 1911, have been established in 80 cities in 18 states. There are now 292 such classes in which movable desks, ideal lighting, and special teaching methods are employed and in which the children are taught to conserve their remaining sight.

The report shows that since the inception of the Society's program for the prevention of blindness in 1908, ophthalmia neonatorum as a cause of blindness among children in schools for the blind has dropped 64.3 per cent; that sight-saving classes have increased from 2 in 1911 to 292 in 1928; that

preschool eye testing is spreading all over the country, and that great strides have been made toward the prevention of accidents in industry. The Society has brought the essential facts concerning eye hygiene, the prevention of accidental injury to the eyes, and the importance of good lighting before approximately 3,000,000 men and women engaged in hazardous occupations.

The report is issued by the Society from its headquarters at 370 Seventh Ave., New York, N. Y.

*The Preparation of a Long-Term Financial Program.* By C. E. Rightor. Paper, 28 pages. Price, 25 cents. Published by the Municipal Administration Service, 261 Broadway, New York City. This pamphlet discusses such points as the formulation of a financial program, estimates of revenues, the scope of the program, and the correlation of estimates with revenues. The author is one of the outstanding workers in the field of government research, who is now chief accountant of the Detroit Bureau of Governmental Research, and is especially competent to prepare data relating to tax rates and bonded indebtedness in cities. He was particularly active in formulating the Detroit long-term financial program and is well qualified by experience to discuss the points involved in the problem of financial planning.

*Annual Report of the Executive Committee of the American Society for Testing Materials for June, 1928.* The year closing has been considered one filled with gratifying accomplishments and with generous support of nearly 1,000 companies and associations. During the year, reprints of several committee reports have been published for committee use and for sale, and the reprinting of these reports and standards has proved useful to the members of the standing committees and has served to disseminate the standards among the interested industries. The principal change in procedure of the society is that which recognizes the proprietary standards developed by technical societies and similar bodies having the making and promulgation of standards as specific function. Under the procedure such standards may be offered for approval and revised within the procedure set up by the sponsor body. The method is applicable to highly specialized fields in which the standard developed by an organization in that field has achieved a position of eminence.

## **Heatovent** The Unit System of Heating and Ventilating

# PROVIDE FOR THEIR FUTURE

Keep Them  
Healthy  
Vigorous  
and  
Lively

HEATOVENT, unit system of heating and ventilating, keeps the kiddies physically and mentally fit in every way. For the HEATOVENT provides proper ventilation under all conditions through its feature of unit control.

HEATOVENT permits the regulation of temperature and ventilation in each room separately. No need to heat or ventilate rooms that are not in use. A measured volume of



warm, fresh air, heated to room temperature, is diffused throughout the rooms, when occupied, by merely pressing the button.

The HEATOVENT system is very flexible and is adapted to any type or style of building. It is easy to install, simple to operate, requires little space, and harmonizes with any interior. Old buildings in which no means of ventilation have been provided can be easily and readily equipped with the HEATOVENT system.

*Write to our nearest branch office  
for full information. Our Engineers  
will gladly co-operate. No obligation.*



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Grand Rapids, Mich.....	1228 Grand Rapids National Bank Bldg.	San Francisco, Calif.....	746 Sansome St.
Hempstead, L.I., N.Y.	2nd National Bank Bldg.	Seattle, Wash.....	2100 Second Ave.
Indianapolis, Ind.....	3117 N. Central Ave.	Syracuse, N. Y.....	324 Union Bldg.
Kansas City, Mo.....	1011 Pioneer Trust Bldg.	Toronto, Ont.....	439 King St., W.
Los Angeles, Calif.....	1224 So. San Pedro St.	Windsor, Ont.....	23 Pitt St., W.
		Youngstown, Ohio.....	1302 Market St.

***The Best System For Schools***

**Heatovent**

# No other ladder has all these features



The Dayton Safety Ladder is used in school buildings to prevent accidents and speed up work, because it has—

- A folding auxiliary step, which permits the worker to go one step higher than the platform, with perfect safety.
- An almost perpendicular back, which permits close work against walls and in corners. Yet it cannot tip over.
- Advantages of light weight. The Dayton is made of light, strong aeroplane spruce.

—Space enough on the roomy platform for two men to work, protected by high guard rails.

The Dayton Safety Ladder is made in sizes 3 to 16 feet—a size suitable to every need. Moderately priced.

Type "B"  
Dayton Ladder  
A "little brother" to Type "A" shown at left. A general purpose, popularly priced safety ladder. Seven sizes.

*Write Dept. ASBJ-8 for full information.*

## DAYTON Safety Ladder

(Patented)

THE DAYTON SAFETY LADDER CO., 121-123 West Third Street, Cincinnati, Ohio

Stock carried by Pacific Coast Representative, E. D. Bullard Co., Los Angeles and San Francisco  
And 160 other distributors from Coast to Coast

### RULES GOVERNING TEACHERS' QUALIFICATIONS AND SALARIES

The board of education of Kalamazoo, Mich., has adopted new rules governing the qualifications of teachers and the payment of salaries. The rules read as follows:

First: In order to be eligible to appointment, teachers shall have a normal school or college education, or its equivalent, and at least one year of successful experience in schools of acceptable rank; provided, that especially meritorious teachers without normal school or college training, but with three years or more of successful experience, may be appointed. At the discretion of the board of education and superintendent of schools the year of experience previous to appointment may not be required, especially in the case of kindergarten and manual-training assistants and assistants in physical training.

Second: Teachers shall be paid one twelfth of the annual salary upon the first of each month, except July, August, and September. At the close of the school year in June the teachers shall receive the tenth and eleventh installments of their salaries, and on or about July 15 following they shall be paid the twelfth installment; provided, that any teacher whose length of service shall not cover the full time of the contract shall, if the remaining terms of the contract have been fulfilled, receive as many four hundredths of the eleven and twelfth installments as there have been days actually taught by her, or him, during the year, unless resignation of said teacher is caused by personal illness, in which case she shall, on recommendation of the superintendent and educational committee, receive as many two hundredths of the eleventh and twelfth installments as there have been days actually taught by her, or him, under the contract.

Third: Any teacher secured for less than a year shall, under the same conditions, receive as many two hundredths of the eleventh and twelfth installments as there have been days actually taught by her, or him, under the contract.

Fourth: Teachers excused from duty on account of personal sickness shall be allowed such absence without salary deduction for a total not to exceed ten school days in the school year, and three days' full pay shall be allowed for absence caused by death in the immediate family.

Fifth: All teachers shall be given a written notice of their election, together with a copy of these rules. They shall, not later than a date

specified in the written notice, sign and return the formal contract with the board of education.

### WHAT IS A PROPER TEACHER LOAD?

At Albany, N. Y., the question of the high-school-teacher load came under discussion. John A. Naughton and the teachers of the Hackett Junior High School made the assertion that their load of five regular class periods of one hour each and one extracurricular period per day was too heavy and should be reduced to four periods of classwork and one curricular period.

Dr. C. Edward Jones, superintendent of schools, decided that the load was not excessive and that if the change were carried out it would add some \$4,000 a year to the school costs. Before the board of education took final action, it referred the matter to the state department of education. Dr. George M. Wiley, assistant state commissioner, submitted his findings based upon twelve cities located in New York State and fifteen large cities throughout the country as follows:

Recognized standard pupil load per teacher for regular classwork is five classes of 30 pupils per day, 150—for five days, 750. "A relatively small per cent of the teaching staff at the Hackett Junior High School exceed or even equal the standard of 750."

"Considering first the number of periods per day and the length of the class period," says the report, "it may be of interest to note that in twelve New York State cities from which similar information is available, it is found that the average number of class periods per day in the junior-high-school program is 6.62. The length of each teaching period exclusive of the time that is allowed for the passing of classes is 51.1 minutes.

"In connection with the number of teaching periods per week assigned to each teacher, it is observed that the average number of teaching periods assigned to each teacher in the junior high schools in twelve New York State cities is 26.8. The average number of extracurricular periods assigned to each teacher per week is 3.3. The total number of periods assigned to each teacher in these several cities of the state average 30.1.

"For fifteen prominent cities outside of New York State the average number of periods daily is 6.6, and the average length of each period is 52 minutes, total 343 minutes, as compared with Albany's six periods of 55 minutes, 330 minutes, making Albany thirteen minutes shorter than the average of these cities."

### ELECTIVE VERSUS APPOINTIVE SCHOOL BOARDS

The question of appointive, as against elective school boards has been raised in Bergen county, N. J. Prof. J. Edgar Dransfield, of Fairview, has issued a statement in which he favors the elective system. He says:

"There is no valid argument for the appointed board of education other than that of political expediency. The matter of expense as a whole has no direct bearing on the question, although either the educator or the politician would like to show that one or the other method of control is more economical.

"The elected board of education spends more money for buildings and such. In the case of elected boards, capital outlay is charged to the schools, and the school buildings are better and better adapted to the school needs. In the case of the appointed board of education, capital outlay is included in the bookkeeping system as a part of the municipal capital outlay and is not charged to the schools.

"In the matter of maintenance, elected boards spend more money. It is generally true that the elected board keeps the school buildings in better condition than an appointed board. When necessary for a political body to cut the budget prior to an election, through the control of the appointed board, it cuts the school budget and sacrifices the upkeep of the school plant.

"For instructional purposes the appointed board spends more money. The political control vested in the appointed board leads it to be careless of its personnel. It being necessary for a political organization to find patronage, it does not hesitate to take care of its friends in the school system, whereas an elected board, being directly responsible to the people for its office and for its budget, is rather careful to keep its force at an efficient minimum. Fixed charges are higher under the control of an elected board.

"We hear a great deal concerning state rights and the dangers of bureaucratic government. We hear a great deal about the continuous taking of governmental function out of the hands of the people. This proposed move is just such a move and the most vicious one because it takes the most vital function of democracy, its educational function, from the direct control of the people and shifts it into the hands of a single person, be he good, bad or indifferent."

# Just off the press—

A new illustrated book, dealing with the latest developments of air conditioning equipment as used by modern schools, has just been completed by the engineers of one of the world's largest manufacturers of air washers and other air conditioning equipment.

This interesting 54 page book is divided into six parts, as listed below:

- I Purposes of Air Washer Installations.
- II Principles of Carrier Air Washer Design.
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If you are interested in improved and economical ventilation, we suggest that you write for your copy immediately.

A request on your letterhead will bring this catalog, No. 480, by return mail.

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1878 — "Air Engineers  
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## When is a heating system obsolete?

**Ans: When it overheats during 95% of the heating season.**



The Barlum Tower  
Detroit, Mich.

USING Edison Central Station Steam Heating service, the Barlum Tower during the heating season, September 17-June 1, 1928, operated on the remarkably low consumption of 292.00 pounds of steam per sq. ft. of active radiation (44,000 sq. ft. installed, 40,000 2684 pounds of steam per 1000 cubic ft. of total cubage. 39.624 pounds of steam per sq. ft. of rentable floor area.

Look for the Name  
DUNHAM



(January, 1927) of the Dunham Differential Vacuum Heating System.

THERE IS a new and better standard for determining whether or not a heating system is obsolete. This standard came into existence with the advent (January, 1927) of the Dunham Differential Vacuum Heating System. Until this new system of heating utilizing sub-atmospheric steam (steam at very low temperature) was placed on the market, all steam heating systems stood upon a fairly equal basis of comparison. No matter how efficient they might prove, not one was able to wholly overcome the problem of overheating in mild weather. Consequently, during 95 per cent of the heating system all of these systems wasted heat. According to Government Weather Bureau records, maximum heat output, contemplated by the design basis of the heating system, is required on an average of but 5 per cent of the days of the entire heating season.

Today, in this newest and most revolutionary achievement (the Dunham Differential Vacuum Heating System) pressures at or above atmosphere are done away with during mild weather. As a result, overheating and its twin brother, wasteful window opening, are eliminated.

Fuel is saved during ninety-five per cent of the heating season, instead of being wasted. The amount of this saving, on fuel-cost records kept by those who have installed this Dunham Heating System, has ranged from 20 per cent to 40 per cent.

Tests in typical buildings of every sort have proved that heat comfort and fuel waste, far from being inseparable, should have been separated years ago. In the Dunham Differential Vacuum Heating System they are being kept far apart in hundreds of structures with most gratifying success. For example, Detroit's new 40 story skyscraper, the Barlum Tower, is distinctive not only because of its great height, but also because its heating system does not overheat.

Why specify or install fuel-wasting systems of heating when the Dunham Differential Vacuum Heating System, under many tests of service in buildings from the 40 story office structure to modern business and factory installations has proved most economical and efficient of all heating systems on the market today?

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Over eighty branch and local sales offices in the United States, Canada, and the United Kingdom bring Dunham Heating Service at close to you as your telephone. Consult your telephone directory for the address of our office in your city. An engineer will counsel with you on any project.

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*An All-American Line*

All Cram School Maps are made complete in the Cram plant. They are printed from new relief line plates made by the wax engraving process, giving exceptional clearness of print, fineness of detail and beauty of color. The clear bold Gothic type used is easily read at class-room distance. All maps are absolutely up-to-date, including all recent political and geographical developments, special correspondents everywhere keeping us immediately advised of any changes. Maps are priced to meet limited appropriations.

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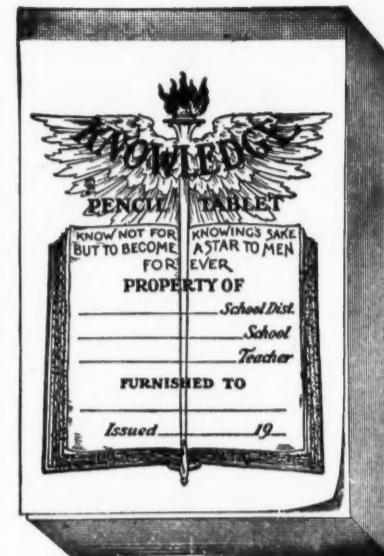
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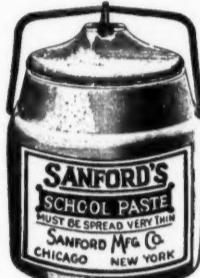
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A VERY excellent School Ink, permanent and most satisfactory for composition book use.

## A SELF-RATING SCALE FOR SUPERVISORS

(Concluded from Page 37)

The only advantage in having the total number of points in the two scales total 100 is that a per cent rating can be secured by multiplying every *S* by 1; every *V.G.* by .8; every *Average* by .6; every *Fair* by .4; and every *P.* by .2. Thus a supervisor rating himself a total of twenty *Superiors*; twenty *Very Goods*; twenty *Averages*; twenty *Fairs*; and twenty *Poors* would amass a total of sixty points. That there happens to be a hundred points in the two scales neither mars nor especially improves the device as a self-measuring instrument.

That a supervisor does not agree that the items on which the rating has been accorded are really important is rather a helpful and hopeful indication. He should at once list the items which he deems important and on which he would care to rate himself. A thorough analysis of his problem cannot but be beneficial to all concerned.

The fact that there is repetition in items, that is, certain items are found in both scales, only tends to emphasize the importance of the items, and the conclusion that the "Methods and Principles" of a supervisor are inseparably bound up in the "Personal and Social Qualities" of that supervisor.

In submitting the scale to readers of the SCHOOL BOARD JOURNAL the writer wishes to acknowledge the help which has been given him in working on the scale by instructors and students in the education department at Stanford University, by members of the Rural Education Department of the Michigan State Normal College, by the principals and teachers of the Oakland, California, schools, and by his class in supervision at the University of Oregon.

## HOW MUCH FRESH AIR DOES THE SCHOOL CHILD NEED?

(Continued from Page 40)

such a temperature as will offset the effective

heat output of the pupils and maintain the temperature of the classroom within a narrow range of the point found to be the most healthful for the pupils. Adult comfort is by no means a reliable index of this condition. The heat output of a child is greater per unit of body surface than is that of the adult. Consequently, the optimal temperature for the child is lower than that at which the majority of teachers, particularly under average conditions of modern feminine dress, will feel comfortable. As between the comfort of the teacher and the health of a roomful of pupils, there is but one choice; the room temperature must be kept down and the teacher must dress accordingly.

In Table I, Mr. Duffield gives the approximate number of cubic feet of air at the outdoor temperature—from 0 to 60 degrees Fahr.—at five degree intervals that will be raised to the desired indoor temperature—from 65 to 70 deg. Fahr.—in intervals of one degree Fahr. by one British thermal unit. The figures in this table have been obtained by dividing 50 (approximately the number of cubic feet of air raised one degree Fahr. by one British thermal unit) by the difference between the various indoor and outdoor temperatures.

TABLE I. Number of Cubic Feet of Air at Outdoor Temperature Raised to Indoor Temperature by One British Thermal Unit

Outdoor temperature Degrees Fahrenheit	Indoor Temperature Degrees Fahrenheit					
	65	66	67	68	69	70
60	10.0	8.3	7.1	6.3	5.5	5.0
55	5.0	4.5	4.2	3.8	3.6	3.3
50	3.3	3.1	2.9	2.8	2.6	2.5
45	2.5	2.4	2.3	2.2	2.1	2.0
40	2.0	1.9	1.9	1.8	1.7	1.7
35	1.7	1.6	1.6	1.5	1.5	1.4
30	1.4	1.4	1.4	1.3	1.3	1.3
25	1.3	1.2	1.2	1.2	1.1	1.1
20	1.1	1.1	1.1	1.0	1.0	1.0
15	1.0	1.0	0.9	0.9	0.9	0.9
10	0.9	0.9	0.9	0.9	0.8	0.8
5	0.8	0.8	0.8	0.8	0.8	0.8
0	0.8	0.7	0.7	0.7	0.7	0.7

A table has been prepared to indicate the relative heat output of children at different ages from 7 to 16 years. (Table II.) The figures, which were presented in a report of the New York State Commission on Ventilation, represent the total heat output and are approximately 25 per cent in excess of the body heat loss that enters the problem of ventilation. The body heat losses due to evaporation from the skin and in the respiratory system, although a real loss so far as the person is concerned, neither add a burden to the ventilation system nor relieve the heating plant, such heat having disappeared in the form of latent heat of vaporization.

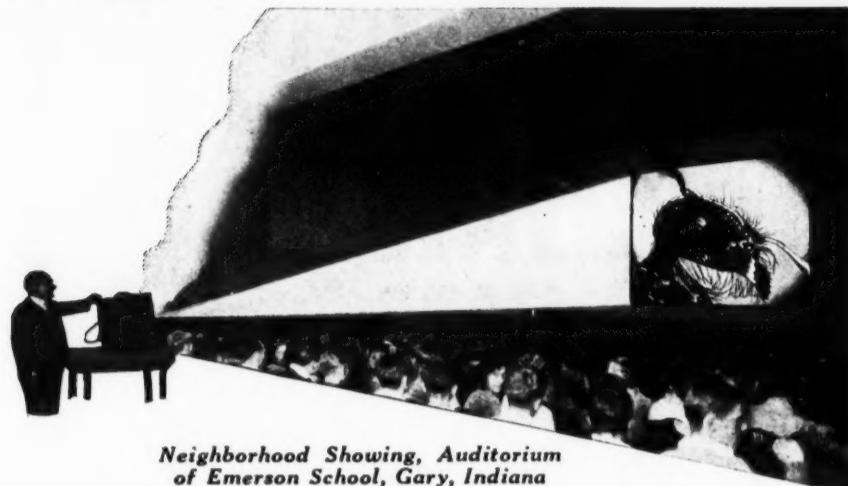
Grade	Age Years	Total Heat Output at Different Ages		
		Average Weight Pounds	B. T. U. Per Hour	One Person Per Minute
1	7	40	202	4.9
2	8	46	318	5.3
3	9	53	345	5.8
4	10	60	373	6.2
5	11	67	397	6.6
6	12	75	401	6.7
7	13	81	409	6.8
8	14	98	488	8.1
9	15	104	500	8.3
10	16	112	488	8.1
Young adult		149	464	7.7

To determine the amount of fresh air for each pupil per minute required to maintain approximate temperature equilibrium, the number of cu. ft. of air raised from the known outdoor temperature to the desired indoor temperature by 1 British thermal unit from Table I is multiplied by 75 per cent of the total heat output of the average pupil in the room under consideration.

As an illustration, suppose the outdoor temperature is 40 deg. Fahr., and the desired indoor temperature is not to exceed 66 deg. Fahr., in a room of first-grade pupils. In the indoor temperature column 66, the factor opposite the outdoor temperature 40 is 1.9 cu. ft. In Table II, the total heat output of a first-grade child

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School Division

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is given as 4.9 British thermal units per minute. Reducing this amount by 25 per cent to allow for the heat loss by evaporation gives the formula:

$$X \text{ (cu. ft. per pupil per minute)} = 1.9 \times 0.75 \times 4.9 \\ = 7.0$$

As another example, consider the needs of a 15-year-old pupil when the outdoor temperature is 20 deg. Fahr., and the desired indoor temperature is 68 deg. Fahr. Opposite outdoor temperature 20 in the 68 indoor temperature column of Table I, the amount of air at 20 deg. Fahr. raised to 68 deg. Fahr. by 1 British thermal unit is 1 cu. ft.

Table II gives the total heat output for a pupil of 15 years as 8.3 British thermal units per minute. Allowing for heat loss by evaporation, and applying the formula given above, we have:

$$X = 1.0 \times 0.75 \times 8.3 \\ = 6.25 \text{ cu. ft. for each pupil per minute}$$

Under these conditions, the calculated concentrations of carbon dioxide would be 17 and 19 parts in 10,000, respectively, if it is assumed that children of these ages produce as much carbon dioxide as does an adult.

In each of the cases, it appears that if our modern conception of the desiderata in school ventilation is correct, the practice of always supplying 30 cu. ft. of air (fresh or recirculated) for each child per minute appears not only unnecessary but wasteful.

It is shown that only when the outdoor temperature reaches 55 deg. F., will 30 cubic feet of fresh air per minute be required to keep the temperature of a room occupied by 15-year-old pupils from exceeding 66 deg. Fahr. First-grade pupils require 30 cu. ft. of outdoor air at 60 deg. Fahr. to keep the room temperature from the fans of mechanical ventilating systems in exceeding 66 deg. Fahr. It is well known that

schools are usually shut down long before the outdoor temperatures average 55 and 60 deg. Fahr.

If the data are correct, it remains for the heating and ventilating engineer to provide, first, the heating plant that will just compensate for the structural heat losses over a wide range of outdoor temperatures, and secondly, a means of introducing quantities of air varying with the average ages of the pupils and the outdoor temperatures in a manner that will not produce drafts.

#### SET A WOMAN TO CATCH A TAX (Concluded from Page 42)

There should be one woman member of the school board. She will understand the needs of the children better, and most women are thrifter in small details than men.

The woman member of the school board should be prepared to give a clear and accurate report of the needs of the schools at a public gathering rather than depend on the Ladies' Aid or the corner store to circulate information, which always becomes distorted, misquoted, and misunderstood.

It is best to take the whole town into the school board's confidence. If the people feel that everyone has a vital part in the conduct of the schools, a proper understanding and a better community spirit will replace petty quarrels, and everyone will cooperate for better schools and wider opportunities. Make the school life and homelife so attractive that the boys and girls will wish to come back to the farms after their higher education is finished, thus solving the ever-increasing problem of abandoned farms.

#### COLLECTING TUITION FROM NON-RESIDENT PUPILS (Continued from Page 44)

ment of tuition. Numerous stories, both pathetic and clever, might be enumerated. It

does not require any detective ability to find the fallacies in these stories.

A task of extreme importance in handling tuition problems is to determine the correct addresses of children and of their parents, and to uncover fictitious addresses.

I shall pass over the development stages of our system of tuition collection and limit myself to a description of the system as it is used at present.

The best check on nonresident pupils who attend the La Crosse schools has been found in the lists of all eighth-grade graduates from the counties surrounding the city. The county superintendents readily supply these lists and we check them against the enrollment cards of the various schools. In this way, the nonresident pupils who give a city address, are discovered. Each year, from eight to ten students are found who are in some way trying to avoid the payment of tuition. The regular enrollment cards used in the city schools contain questions which are so put as to develop information on nonresidents. At times, the business manager has been able to discover additional tuition pupils by consulting the old tuition lists upon which older brothers and sisters are listed.

During September, the nonresident pupils are required to report at a designated room in the school where they attend, to fill out the tuition forms. The rules of the school board require that students whose parents pay their tuition shall pay in advance. The rule is not enforced strictly, and the months of September and October frequently pass before payment by private parties is insisted upon.

Students whose tuition is paid by a school district or village are not asked for the tuition fees immediately. In such cases, the state law is followed and at the close of each school year

(Continued on Page 130)



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## BINNEY & SMITH Co.

41 East 42 Street

New York, N. Y.

(Continued from Page 128)

a list of tuition students is mailed to the responsible town clerk, who enters the names and the amounts due on the tax roll of the following year.

All children are required to supply the information asked in the following form:

#### BOARD OF EDUCATION La Crosse, Wis.

##### NONRESIDENT PUPILS

Please fill out the following and return to the office as soon as possible. Read the questions carefully and answer all of them accurately.

Any pupil whose parents live outside the city limits constitutes a nonresident pupil, and must fill out this blank.

Name..... Age.....

Home Address..... in the

Resident while in La Crosse.....

Name of Party..... Phone.....

City, Township, or Village of.....

Name of Father, Mother, or Guardian.....

Address.....

School attended before entering L. C. H.S.....

Give the dates you have attended L. C. H.S. in the following years:

Freshman year From..... 19..... to..... 19.....

Sophomore Year From..... 19..... to..... 19.....

Junior Year From..... 19..... to..... 19.....

Senior Year From..... 19..... to..... 19.....

Your present Grade in the L. C. H.S.....

In case you reside in Wisconsin give the name of the Township or Village in which you live.....

Number of School District you last attended.....

Name of Town or Village Clerk.....

His Post Office Address.....

Name of Town or Village Treasurer.....

Post Office Address.....

Is there a High School in Your Town or Village?.....

In case there should be any claim that would exempt you from paying tuition kindly state your reasons below.....

.....

Date, ..... 19..... Signed.....

Students who come into the schools from school districts or villages which pay tuition are required to have Forms I and II filled out by the proper town or village official.

Before continuing their studies they are also required to file with the school board Form III.

Pupils who pay their tuition are required to fill out Form IV.

#### BOARD OF EDUCATION LA CROSSE, WIS.

##### NON-RESIDENT PUPILS

THIS IS TO CERTIFY that \_\_\_\_\_ completed the course of study prescribed for the common schools in District No. \_\_\_\_\_ Town or Village of \_\_\_\_\_ on \_\_\_\_\_ and is entitled to all privileges granted in Section 40-53 of the Statutes of 1919.

Signed \_\_\_\_\_ County Superintendent

Student's Signature

Date, ..... 19.....

#### BOARD OF EDUCATION LA CROSSE, WIS.

##### NON-RESIDENT PUPILS

I hereby certify that \_\_\_\_\_ is a resident of the Town or Village of \_\_\_\_\_ and the amount of the tuition for the attendance of this pupil will be placed on the tax roll of the above named town or village and collected with the other taxes and will be paid to the Board of Education at La Crosse, Wisconsin, as soon as taxes have been collected. The rate of tuition is \$100.00 per school year of ten months. Sworn statements of the attendance of the above named pupil will be furnished the town or village clerk at the close of the school year.

Name of Town or Village Clerk

Name of Town or Village

Student's Signature

Date, ..... 19.....

#### FORMS I AND II

Cards are used chiefly in the high school for keeping a perpetual record of these students.

After all the information has been gathered, it is sent to the office of the board of education where it is checked against the lists of graduates gathered in June from the county superintendents. Occasionally, it is found necessary to

Phone No. ..... Date ..... 19.....

My name in full is .....

I live at .....

Does either your father or mother live out of the city? .....

My parents' or guardian's name is .....

My parents or guardians live at .....

School last attended (before entering this school) .....

My grade is ..... in the .....

Date of Birth ..... Age ..... Years ..... Months

My father's occupation is .....

Have you been vaccinated? .....

#### RECORD OF NON RESIDENTS.

Name ..... Date

Home Address

La Crosse Address

Graduated from

Grammar School

Entered La Crosse High School

Attended La Crosse High School

19 19 | 19 19 | 19 19 | 19 19 | 19 19 | 19 19 | 19 19 | 19 19

Dropped or Left Graduated

Remarks

#### FORM III

#### BOARD OF EDUCATION LA CROSSE, WIS.

I hereby certify that \_\_\_\_\_ is my son, daughter, or ward, and that the tuition for the above named pupil will be paid by me on the dates set by the rules and regulations of the Board of Education. The rate of tuition is \$100.00 per school year.

(Signed)

Student's Signature

Date, ..... 19.....

#### FORM IV

secure the help of the city attorney, of the state superintendent of schools, or of the attorney general in determining the legality of a pupil's

(Concluded on Page 188)



# The Thrill of Champions

THE typewriting student's enthusiasm for practice can be encouraged or discouraged. There's a thrill in using the "Machine of Champions," the Underwood—the same thrill a boy would find using the bat that Babe Ruth swings.

For who wouldn't enjoy practicing on the machine whose easy operation—hair-trigger response to every touch—has enabled it to win twenty consecutive World's Typewriting Championships? The novice as well as the experienced typist *feels* the difference—and both are encouraged to better efforts.

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Poor lighting wastes physical, nervous, and mental energy.

Oft times, poor lighting *alone* retards the pupil's progress and makes necessary an extra term or year in public schools.

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Planned Lighting, while requiring a slightly higher initial investment in equipment, is the cheapest course in the final analysis.

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"Sampson" stop cock

"Simp-San" Bubbler Head

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Built for hard service. Made principally of Bronze and Brass—practically unbreakable—therefore especially adapted for schools. In their use there is uninterrupted service and freedom from annoyance and repairs.

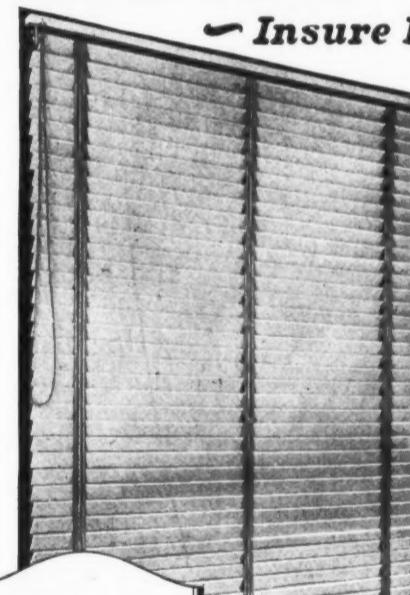
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RATOX Venetian Blinds are carefully made of lustrous finish wood panels held parallel. The easy adjustment of these panels controls both air and light. Draft and sun glare are effectively shut out. At the same time, outside light is reflected and distributed into all corners of the room. Definitely prevents eye-strain.

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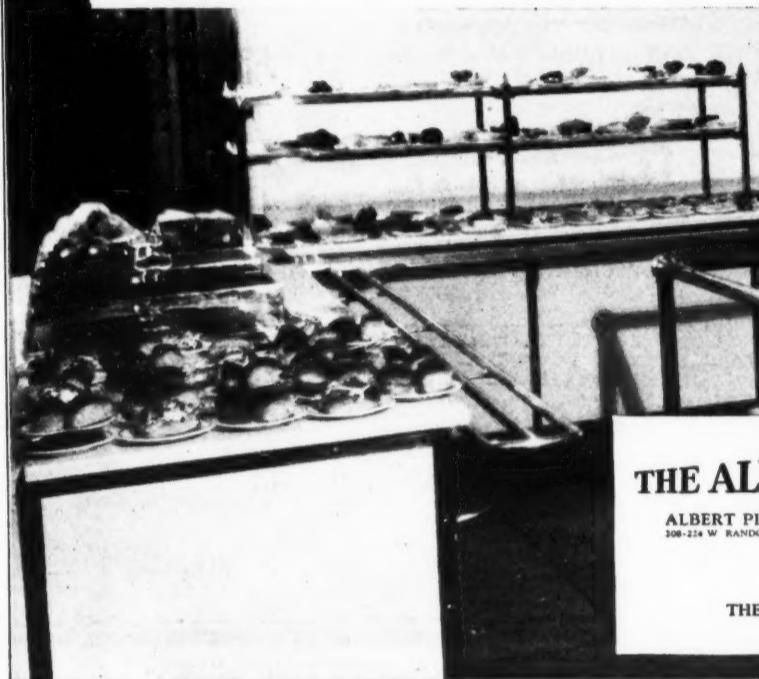


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THE JOHN VAN RANGE CO., CINCINNATI, OHIO, Manufacturing Division



(Concluded from Page 130)

TO THE CHAIRMAN OF THE.....OF.....  
COUNTY, STATE OF WISCONSIN

Dear Sir:

I.....Secretary of the *Board of Education* of the City of La Crosse, County of La Crosse, being duly sworn, depose and say that the students listed below have attended the *La Crosse High School* during the school year 19.... 19.... as shown by the records of attendance kept under the direction of the high-school principal.

NAME-AGE-ADDRESS	ENTRANCE	FINISHED	NAME-AGE-ADDRESS	ENTRANCE	FINISHED	NAME-AGE-ADDRESS	ENTRANCE	FINISHED
Space is here provided for names, etc.			NAME-AGE-ADDRESS	ENTRANCE	FINISHED	NAME-AGE-ADDRESS	ENTRANCE	FINISHED
The rate of tuition being fixed by the <i>BOARD OF EDUCATION</i> at \$..... per year, the amount due <i>BOARD OF EDUCATION</i> of LA CROSSE, WISCONSIN, is.....\$.....			NAME-AGE-ADDRESS	ENTRANCE	FINISHED	NAME-AGE-ADDRESS	ENTRANCE	FINISHED

SEC'D THE BOARD OF EDUCATION,  
LA CROSSE, WISCONSIN.

Subscribed and sworn to before  
me this.....day of.....19...

NOTARY PUBLIC.

classification as a nonresident. In most cases, however, the tuition matters are readily settled by the board of education in conferences with the parents, the guardians, or the village school districts.

### SALARY SCHEDULES IN SMALL TOWNS

(Concluded from Page 44)

Graduates of Orion high school shall not be eligible to appointment until they have had at least two years of successful experience elsewhere.

This schedule shall not be retroactive this year, nor shall there be any decreases in salary because of it.

#### Provisions of the Schedule

*Kindergarten and Grades 1 to 6 inclusive:* Minimum of \$1,100 with six yearly increases of \$50 each until a maximum salary of \$1,400 is reached.

*High School (Junior and Senior):* Women having degrees who are teaching academic subjects in high school, \$1,400 minimum with six yearly increases of \$50 each until a maximum salary of \$1,700 is reached.

Men having degrees who are teaching academic subjects in high school, \$1,500 minimum

with six yearly increases of \$50 each until the maximum of \$1,800 is reached. Special teachers are to receive \$1,300 to \$1,600 inclusive. Special teachers, women or men in high school, who are teaching commercial, manual arts, home economics, music, art, and physical education subjects, and who are not graduates of some four-year institution of higher learning, are to receive salaries commensurate with the above schedule, depending on preparation and experience.

Teachers without degrees teaching academic subjects in the senior or junior high school, shall receive \$100 more per year than the compensation that would be paid a lower-grade teacher. This is largely on account of the extracurricular work which is required.

An additional remuneration of \$100 is to be paid a teacher with a master's degree or its equivalent, received from a higher institution of learning that is on the accredited list of the North Central Association or its equivalent.

Teachers who have reached a maximum salary shall maintain at least a *B* rating to be re-elected.

Salaries of principals shall be determined by special action based upon the teacher preparation, experience, and efficiency upon recommendation of the superintendent and approval of the board of education.

Extra compensation shall be granted to principals and teachers for attendance at higher institutions of learning in accordance with the following plan:

1. The school selected shall be approved by the superintendent of schools and the board of education.

2. A course of study totaling not less than six semester hours shall be taken during the summer session, and a passing grade secured.

Those courses shall be approved by the superintendent.

3. At the end of the summer session each teacher attending shall submit to the superintendent of schools an official statement or report from the institution attended showing the amount of work done, and the grade secured.

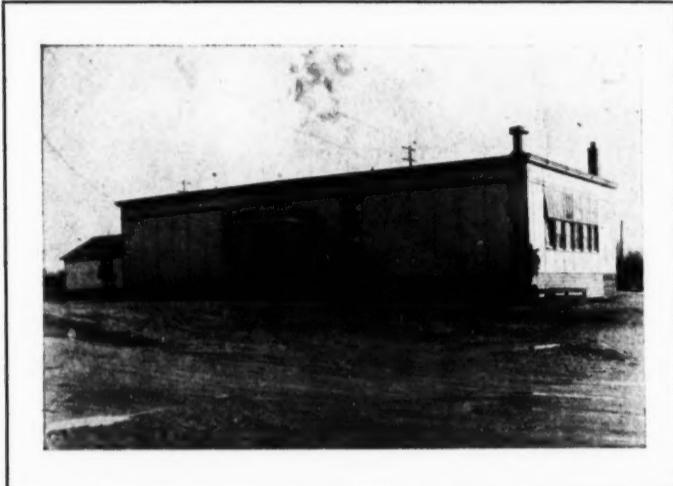
4. An allowance of \$50 shall be made to each teacher attending summer school and satisfying the above mentioned stipulation, payable at the end of the school year following said summer-school work. This provision is not to be applied to training received prior to June, 1927.

5. In the event that a teacher spends a whole year in an approved higher institution of learning, receiving a passing grade in at least 30 semester hours of approved subject matter, and submits to the superintendent an official report of work from institutions attended, he or she shall receive an additional \$50 increase in salary per year for a period of ten years. Only full years of training will be considered.

Only full years of experience are to affect the salary schedule. To the minimum salary will be added \$50 for each year's experience in Orion and \$25 for each year's experience outside of Orion, until the maximum of \$1,400 for grade teachers and \$1,700 (women teachers) or \$1,800 (men teachers) for high-school teachers is reached. Increases due to additional preparation will be added to maximum provided by regular schedule.

It will be noted that this salary schedule includes a bonus for attendance at summer school. The salaries are perhaps not as high as they should be for the situation, but they are all that the traffic will bear for the present. It is hoped that the possibility of reaching the maximum in six years will be effective in holding superior teachers, at least for several years longer than the average.

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Richmond, Va.; Charleston, W. Va.

**MURAL DECORATIONS IN MINNESOTA SCHOOLS**

(Concluded from Page 51)

1896, Roosevelt was sent by the Republican leaders to make an address in Denver, Colorado, which at that time was the very center of the nation-wide agitation for the free coinage of silver. Roosevelt thoroughly understood the condition under which he was to speak and acted with typical courage. When he came on the stage he faced an entirely prejudiced and hostile audience. His opening sentence was simply, "I stand for Gold." The pandemonium which broke out lasted for fourteen minutes, but Roosevelt stood quietly facing the hisses, catcalls, and threats. When finally the crowd had exhausted itself, he held up his fist in a characteristic pose and shouted, "Just the same, I stand for Gold." The renewed disturbance, however, ended rather quickly and the audience listened to the balance of the address respectfully even though unsympathetically.

The inscription under the panel is taken from Browning and reads: "One who never turned his back but marched breast forward, never doubted clouds would break, never dreamed, though right were worsted, wrong would triumph; held, we fall to rise, are baffled to fight better, sleep to wake."

The left-hand panel represents Roosevelt and two companions in the mountains. The setting is "Going-to-the-Sun" mountain which Roosevelt often visited. The three mountain climbers have come part way up the mountains the previous day and are getting an early start in the shadowy half-light of dawn. Below in the canyon the blue-green shadows of night still hang. Above them tower the mountain heights which the first rays of the sun are brilliantly illuminating. Below the painting are the splendid words, "Heights by great men reached and kept were

not attained by sudden flight, but they, while their companions slept, were toiling upward in the night."

The predominating colors in the paintings are orange-yellows and brilliant blue-greens. The lettering and the borders are in red and gold, and these colors, in more subdued hues, are

repeated in the velour curtains of the stage and of the auditorium windows.

The paintings can be seen very clearly from every seat in the auditorium, and are a permanent challenge to every boy and girl in the school.

**PASADENA'S SCHOOL LAUNDRY**

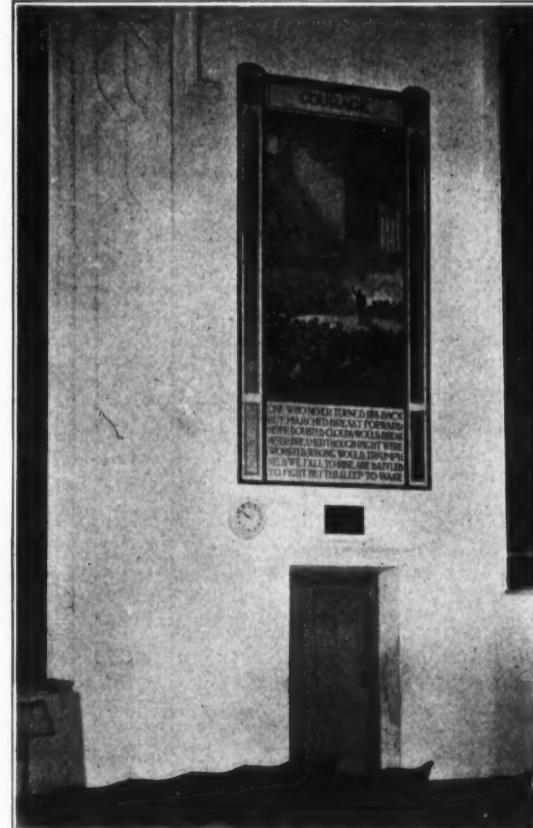
(Concluded from Page 64)

Pasadena's school laundry is under the supervision of the board of education's able purchasing agent. At first it did only high-school work, but afterwards took over grade-school washing, which previously had been done by three different commercial laundries. This afforded a good opportunity to compare prices and service. The advantage proved to be all on the side of the school laundry, because of the favorable conditions previously described.

Commercial laundries wash towels as cheaply as one cent each, but the owner must call for and deliver his washing. The hotel rate for towels is 2.75 cents; aprons, 5 cents. Because of the longer time required by commercial laundries to wash clothes, larger stocks of supplies would have to be carried by schools than if the latter operated their own laundry.

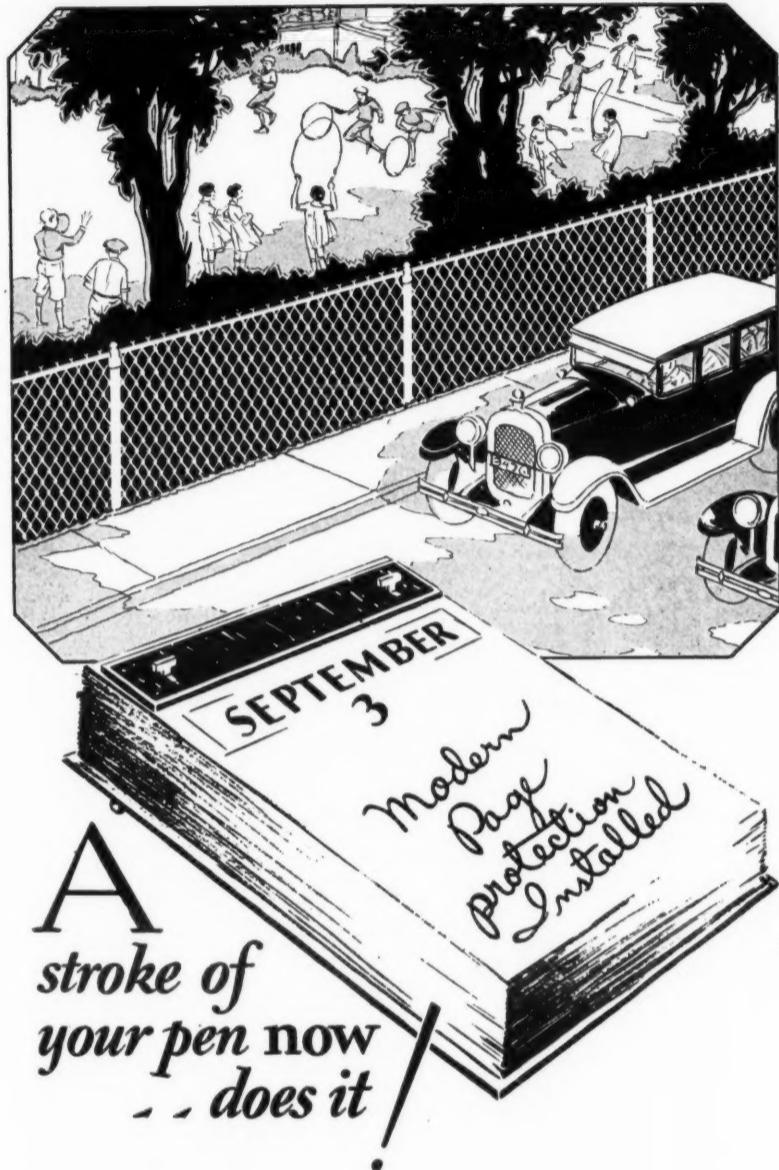
Pasadena's school population has increased in the past dozen years from 6,000 to 18,000, of which perhaps 4,600 are in the two senior high schools and 4,000 in five junior high schools. All these schools have gymnasiums. There are 26 first-aid rooms, and nurses' and doctors' clinics. Eighteen schools have cafeterias. Most of the teachers refuse to use liquid soap or paper towels, claiming that these articles injure their skin.

An outdoor bathing pool at the Horace Mann High School is largely patronized by pupils who formerly were furnished towels at 5 cents and suits at 10 cents. Beginning last September, this service was discontinued, because of the bother it entailed.



"COURAGE"  
Auditorium, Roosevelt High School, Minneapolis, Minn.  
Painted by Mr. D. T. Workman

# You can have PAGE SAFETY when school starts

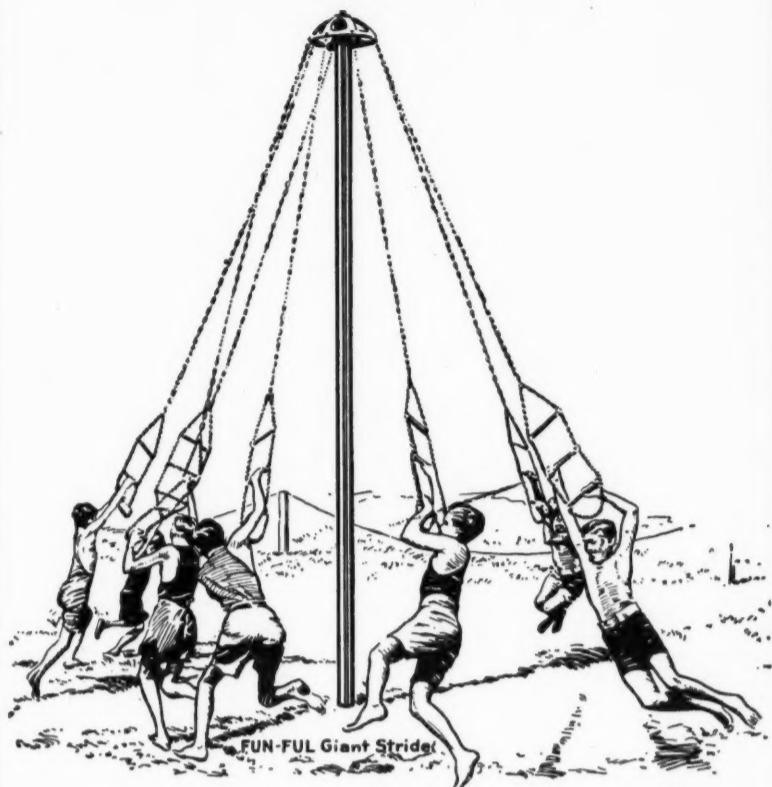


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tors, and builders—showing definite records of performance in which the Clarke excels in both quantity, quality and variety of work—in ease of operation—in dustless operation, in long life and durability. Here you'll find positive proof of the Clarke saving over \$2700 for a school in one season—making old desk tops like new.\*

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## BONDED INDEBTEDNESS FOR SCHOOL SYSTEMS

(Concluded from Page 58)

solution must be found in larger school tax and administrative units and a better distribution of school funds.

The alarmists among the economists have suggested the thought that unless a halt is made in the near future in the issuance of bonds, dire calamity awaits the land. On this score let it be said that while a few dozen Canadian municipalities have defaulted on the interest payment of their bonds, that the municipalities in the United States are on a sound financial basis and have uniformly met their obligations as they matured.

The school-bond issues which have been floated in the financial markets of this country have in the main been regarded as a safe investment. They have, in fact, been accepted by the financiers of the country as gilt-edge securities and will in the future continue to be so accepted.

While the economists are not agreed as to the aggregate of the Nation's material wealth, it may be said that it was reasonably estimated in 1925 at \$355,000,000,000. No doubt there has been a material addition since that date. The gross annual earning was placed somewhere near the \$70,000,000,000 mark, and the net earning or wealth which is added each year amounts to about \$10,000,000,000. Besides, the United States is the Creditor Nation of the world, whose wealth leads that of all other countries.

As to the danger of overreaching the limits of sanity and safety in any deferred-debt transaction, we must again remind those who assume an alarmist attitude that the good judgment which has in the main attended the American people in the management of their affairs will also guide them in contracting obligations in order that the rising generation may enjoy the

best schools that the world has yet been able to devise.

## THE FINANCIAL SIDE OF LUNCHROOM ADMINISTRATION

(Concluded from Page 60)

for the current year will not be available until July. Since the average reader finds too many figures uninteresting, I am giving only a group of those that might be of the most interest."

1926-27

Year's receipts .....	\$364,954.58
Year's expenses .....	354,615.11
Average daily receipts .....	2,073.61
*Milk sales .....	54,978.65
*Candy sales .....	41,549.58
Expended for salaries .....	44,475.51
Amt. for free lunches for service and needy children (5¢ basis) .....	14,942.40
For equipment (exclusive of purchases by the board) .....	7,904.40
Donated for free lunches and miscellaneous .....	207.80
Number of 5¢ lunches sold daily .....	41,472

\*The sale of milk is increasing each year and candy sales are being reduced.

## CHATS DURING RECESS

—"While Johnny and Sue hope never to see a book again," says the La Grange, Ill., Citizen, "teacher packs up her bags and enrolls in a university summer school for more of it."

News Item: The utilities people, with immense funds at their disposal, have subsidized research through individuals and institutions, paying very generously, and very frankly regarding the results of this as having a cash value for themselves through its influence on the public. These recent disclosures have scotched a snake. Once recognized, it should be killed forthwith. Tampering with textbooks and "inspiring" favorable economic reports have made them henceforth agencies to be avoided in any connection by research scholars and textbook publishers.

News Item: If teachers marry, it's nobody's business but their own. The American Federation of Teachers is going to support that contention, because in a dozen states wedding bells are interpreted by boards of education as a signal for resignation of a teacher. Why, the Federation wants to know, should orange blossoms be the end of a

teacher's usefulness? Men teachers, it points out, are permitted to marry, and it is considered their own business, but when women teachers marry, they are thrown into the discard in many states, and many individual cities and communities.

School officials are subject to criticism rather than praise by the public press. The Advocate of Stamford, Conn., comments editorially upon the work of Supt. J. A. Ewart and Asst. Supt. Harland D. Crowell in the highest terms. It says: "Mr. Ewart has not only proved himself an educator and executive but also a business man. Mr. Ewart and Mr. Crowell fill the posts admirably and both are practical men of sound judgment and broad vision."

—Stamford, Conn. For the first time in many years, the town board of finance has unanimously approved the annual school budget without holding an executive session. In submitting its budget, the school board asked for no more than was actually needed to carry on the work of the schools. While the budget is 8½ per cent above that of last year, 3 per cent of the increase has been due to the erection of a new high school and 5 per cent to the growth of school population and the needs of the school system.

The budget for the school year 1928-29 amounts to \$1,199,326, which is an increase of \$98,816 over 1926-27.

—The school board of Boston has available the sum of \$16,807,391 for the maintenance of the schools during the financial year 1928. The board has prepared a budget which contains approximately 3,000 items exclusive of totals and affords the opportunity of studying school costs in detail as it presents a collection of facts properly organized and classified with the opportunity for presentation and discussion of all school problems.

The detailed estimates of the board, as outlined in the budget, show the cost of maintenance of the schools, the cost of administration and supervision, and the cost of sundry services and expenses of the schools for the year amounting to a total of \$15,947,62.

—Graduates of two-year normal-school courses cannot secure teaching positions in Milwaukee schools next fall, under a decision of the appointments committee of the school board. In the future, all Milwaukee teachers must have a record of satisfactory teaching elsewhere, plus a four-year college degree.



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Next term the furnaces start up and the round of fatal school-house fires begins again.

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With our organization it has been a lifelong study — first in planning — then in perfecting its design and arrangement so that maximum ease and economy of operation are certain of being obtained.

Our success is best evidenced by the unusually large number of school installations that have been entrusted to us.

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### New Child-Labor Law for the District of Columbia

The new child-labor law for the District of Columbia passed by Congress in May is now in effect. It is in the hands of the school board of the District for administration, and under the immediate supervision of the department of school attendance and work permits of the office of the superintendent of schools.

The law provides a number of inspectors who are to visit places where minors are employed to see that the law is enforced. Any employee of the department may make such inspections.

A feature of the law is that requiring newsboys and others engaged in street trades to wear badges issued by the department, said badges to be at all times worn where visible to the public. It will have on it the name, sex, race, and age of the child, and will bear the signature of the child to whom it is issued, signed in the presence of the issuing official.

The principal provisions of the law are as follows:

**Age Regulations.** Children under 14 may not be employed except that boys between the ages of 10 and 12 may distribute newspapers. Boys under 12 and girls under 18 may not sell newspapers, magazines, or other articles in public places.

Children under 16 may not be engaged in any occupation involving machinery. Children under 18 may not operate elevators or work in establishments where tobacco is prepared or sold, nor in quarries, etc. Girls under 18 may not be employed as messengers, in hotels, theaters, etc. Boys under 16 may not be employed "stuffing" newspapers, nor shall their employment exceed 40 hours per week.

**Hour Standards.** Children under 14 may not work more than 6 days or 8 hours per day. Girls under 18 may not be employed after 7 p.m., nor before 7 a.m., and boys may not be employed between the hours of 10 p.m. and 6 a.m. Boys be-

tween the ages of 18 and 21 shall not work later than midnight nor earlier than 5 a.m., and girls between the ages of 18 and 21 shall not be employed after 7 p.m., nor before 6 a.m. Boys are not permitted to sell newspapers after 7 p.m.

**Certificates.** Work certificates are required for all minors under 18. Boys under 16 shall require a badge in the sale of newspapers, etc.

**Penalties.** Fines of not less than \$25 nor more than \$100 or imprisonment of more than 10 days and \$50 provided it is the first offense. The money fines are doubled for second offenders and a maximum of 90 days is permitted.

**Information on Lumber and Where to Find It**  
"Information on Lumber and Where to Find It" is the title of a recent bulletin issued by the National Lumber Manufacturers' Association of Washington, D. C., of special interest to school-board members and superintendents. It lists 300 publications dealing with various phases of lumber uses. Many of these deal with the question of the proper wood for special usage, others with methods of grading etc.; the publications listed are from many sources.

The same association has a *Production Directory* which will be available this month and will be furnished to the school officials at no cost. This directory will be the most comprehensive publication of its kind and will give the sources of well-manufactured lumber of different kinds produced throughout the United States and Canada by mills subscribing to the trade-extension campaign.

The directory not only lists manufacturers and the location of their home and sales offices, but shows the railroads on which the mills are located, the kinds of lumber manufactured, the grades produced, plant facilities and the National Association rules used.

Lumber users will be interested also in a new publication of the U. S. Bureau of Standards entitled "*Seasoning, Handling, and Care of Lumber*." It was prepared by the National Committee on Wood Utilization. This bulletin may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 15 cents per copy, or from any of the district offices of the department of Commerce.

### Salary Increased for Clerks and Janitors in the District of Columbia

The Welsh Bill passed by Congress just before recessing for the summer, promoting increased pay

of from \$5 to \$25 per month for government employees does not benefit the teachers in the District of Columbia, but does assist all clerks, janitors, and mechanics employed in the public schools. A total of 72 clerks receive increased pay, the increases varying from \$60 to \$200 per year. The increase for janitors and mechanics varies from \$60 to \$180 per year and a total of approximately 400 receive the benefits. This leaves the range of salaries for employees of this class on full-time work from \$1,080 per year to \$2,100. Very few, however, will receive over \$1,700 per year.

### Mental Tests for Washington Schools

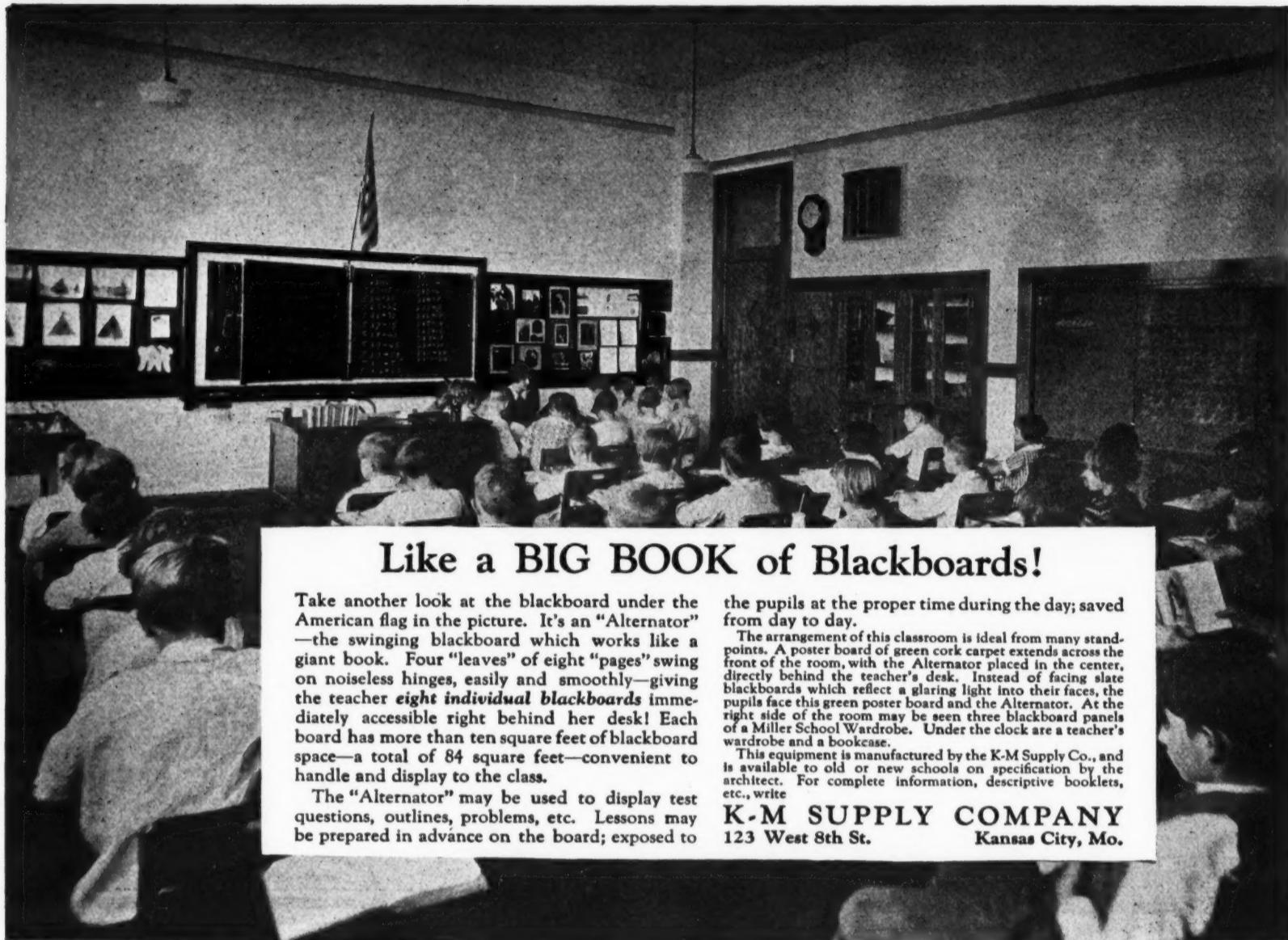
Much interest has been shown in the mental tests for the children in the public schools of the District given by the research division of the superintendent's office. The parent-teacher associations and citizens' associations have discussed the matter pro and con. Many object to the use to which the results of the tests are put in the classification of children in school grades.

One of these associations, the District of Columbia Public School Association, appointed a committee of competent persons to study this special work of the superintendent's office and report to the association. Its final report, adopted by the association, was forwarded to the board of education with recommendations for further expanding the tests and for introducing remedial work for subnormal and atypical children, and for giving special attention to very bright children.

Chester W. Holmes of Holyoke, Mass., has been appointed principal of the Langley High School of Washington, D. C., to fill the vacancy caused by the resignation of G. M. J. E. Baker, who takes a similar position in California.

### Mr. Miller Goes to Columbia

—Mr. Clyde R. Miller, director of publications for the Cleveland Board of Education, has resigned to accept the position of director of the bureau of educational service of Teachers College, New York. Mr. Miller made an enviable record in Cleveland in handling all the publicity for the board of education, and in managing the various school periodicals and bulletins of the board of education. He was especially active in interpreting the schools to the local community, and in presenting their tax needs in an understandable way. Mr. Miller is an old-time newspaper man and author of a book on school publicity.



## Like a BIG BOOK of Blackboards!

Take another look at the blackboard under the American flag in the picture. It's an "Alternator"—the swinging blackboard which works like a giant book. Four "leaves" of eight "pages" swing on noiseless hinges, easily and smoothly—giving the teacher **eight individual blackboards** immediately accessible right behind her desk! Each board has more than ten square feet of blackboard space—a total of 84 square feet—convenient to handle and display to the class.

The "Alternator" may be used to display test questions, outlines, problems, etc. Lessons may be prepared in advance on the board; exposed to

the pupils at the proper time during the day; saved from day to day.

The arrangement of this classroom is ideal from many standpoints. A poster board of green cork carpet extends across the front of the room, with the Alternator placed in the center, directly behind the teacher's desk. Instead of facing slate blackboards which reflect a glaring light into their faces, the pupils face this green poster board and the Alternator. At the right side of the room may be seen three blackboard panels of a Miller School Wardrobe. Under the clock are a teacher's wardrobe and a bookcase.

This equipment is manufactured by the K-M Supply Co., and is available to old or new schools on specification by the architect. For complete information, descriptive booklets, etc., write

**K-M SUPPLY COMPANY**  
123 West 8th St.  
Kansas City, Mo.

### THE N. E. A. AT MINNEAPOLIS

(Concluded from Page 90)

The state should . . . in a businesslike manner, set about the task of seeing that the burden of support of the program is distributed in such a manner that it will fall upon the people in all localities according to their ability to furnish school revenues.

**Retirement.** Sound teacher retirement systems increase school efficiency. The fact that 22 states and the District of Columbia now have state-wide laws, with eleven more states with laws that apply to certain cities only, and that the other sixteen states are working diligently toward state-wide retirement legislation, shows that the public and the teaching profession recognize the value of this movement. We believe in a retirement system that is absolutely fair to the teacher and the public. The efficiency of the teacher is increased by a retirement system, because it lengthens the period of teaching efficiency by relieving the teacher's mind of a fear of destitute old age and by making it possible for a teacher to invest in study, training and travel without endangering the provision made for his later years.

The National Education Association indorses legislation providing for a fair and just retirement of teachers and believes that a sound plan for this purpose will contribute greatly to the growth and the stability of the teaching profession.

**Tenure.** The development of the teaching profession depends in a very large measure upon the permanence of teaching positions and the freedom of teachers from those disturbances and petty annoyances that cause unrest and dissatisfaction. For these reasons this association gives its support to all legislative movements for the securing of tenure of position for the teachers of our country. We commend those states and cities that have safeguarded their schools by creating laws for teacher tenure. We believe that we cannot have the teaching profession that is desirable until teachers throughout the country have reasonable assurance of tenure.

This Association pledges its support to legislation for the purpose of improving conditions of tenure, and urges upon cities and states the importance of permanence in teaching positions to insure the stability and progress of the teaching profession.

**Unity of Educational Administration.** In recent years it has been suggested that the business administration of schools can to advantage be divorced from their professional management. It has been argued that the construction of school buildings, their maintenance and operation, the purchase, storage, and distribution of supplies, the making of the budget and the like, can be best handled by one trained in business affairs. In a considerable number of school systems the business manager has been made an officer coordinate with the superintendent of schools reporting directly to the board of education. This type of organization ignores the fact that every act of the business manager is worthy of approval only as it contributes directly to the furtherance of the educational program adopted by the board of education.

All affirm the necessity for adequate business procedure in the administration of a school system. The board of education in our larger communities should elect, upon the nomination of the superintendent of schools, an assistant superintendent in charge of business affairs. This man should be highly trained as a business executive and should cooperate with the superintendent of schools in the making of the budget, in the development of plans and the supervision of the construction of buildings, in the purchase, storage and distribution of supplies, in the handling of the payroll, and the like. His efficiency will be increased by virtue of the relationship which he bears to the chief executive officer of the board of education. The administration of the school system will profit from a relationship which is sound in theory and which has been successfully established in practice.

Dr. Uel W. Lamkin of Maryville, Mo., was unanimously elected president of the Association for 1928-29. Dr. H. L. Smith of Bloomington, Ind., was reelected treasurer. In addition to Miss Adair, the following vice-presidents were elected: George A. Allen, Jr., of Topeka, Kans.; Ira T. Chapman of Elizabeth, N. J.; J. P. Coates of Columbia, S. C.; J. J. Early of Sheridan, Wyo.; C. R. Foster of Indiana, Pa.; Anne G. Fraser of Oakland, Calif.; Florence M. Hale of Augusta, Maine; Elizabeth B. McCormick of Superior, Wis.; M. H. Madden of Winslow, Ariz.; C. B. Turner of Baton Rouge, La., and Caroline S. Woodruff of Castleton, Vt.

The attendance was estimated at 6,000. The commercial and educational exhibits were larger and more inclusive than any similar displays at summer meetings. Atlanta, Ga., was chosen for the next convention.

### URBAN AID FOR RURAL SCHOOLS

W. C. POTTER, Superintendent of Schools,  
Milwaukee, Wis.

Urban communities owe financial aid to the country schools. But heretofore it has been generally assumed that help should come as a result of depriving city schools of money they need for themselves. A fundamental fallacy which has been current in educational and legislative administrative thinking, is that the way to help the rural schools is to take money away from the city and give it to them. The fallacy lies in the assumption that city schools have more money than they

need. Yet they challenge us to point out a city-school system that is really getting more money than it needs to operate good schools.

Cities everywhere are bemoaning the shortage of funds. In our own city of Milwaukee it has been a constant struggle to find means with which to keep a roof over the heads of our children. For a number of years we have had between three and four thousand children in barracks, with several thousand children on half time and classes running 45 pupils per teacher. Yet the last Wisconsin legislature saw fit to enact legislation depriving Milwaukee children of \$460,000 annually in order that the poorer districts of the state might be aided. Much of this will go to small schools with an average attendance of less than ten children per teacher as against our own average of 45. By legislative fiat we are told that as a penalty for economy and efficiency we must give a half million of our insufficient funds each year in the future to rural schools which have been so poorly managed as to permit schools to operate oftentimes with less than a half dozen pupils. I do not mean to say that the rural districts do not need help; they do. Some of that assistance must come through greater efficiency in organization, to bring children together into more economical units and at the same time attract a higher class of teachers to the rural community.

But financial assistance must come in other ways than those proposed. If the great centers of wealth are to be taxed to support rural schools, tax those centers of wealth but do not take the revenue from the schools which happen to be located in those centers of wealth. The trouble with relief measures has been that they have proposed taking the monies away from our city schools. Why take from school revenues alone? Why not share the burden with roads, parks, streets and other forms of municipal improvement? The immediate effect of the recent Wisconsin law is to decrease the millage for city schools. There is no increased burden on the taxpayer nor does any other governmental unit suffer except the public schools. If rural schools must be helped, why not propose a tax for that purpose specifically levied on all property of the state, in no wise affecting the present net income of the city schools? Let that issue be settled on its merits but do not attack the city-school funds.

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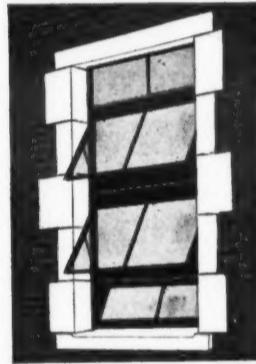
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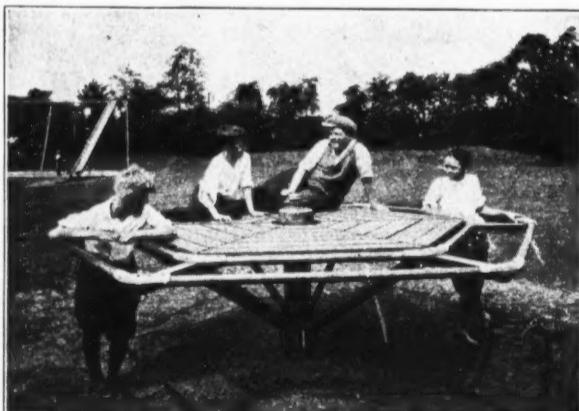
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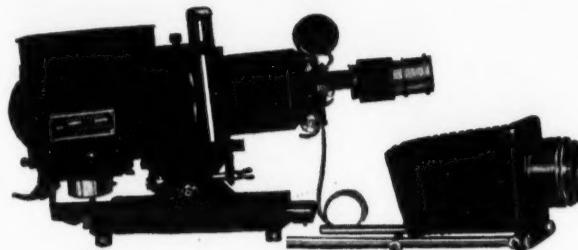
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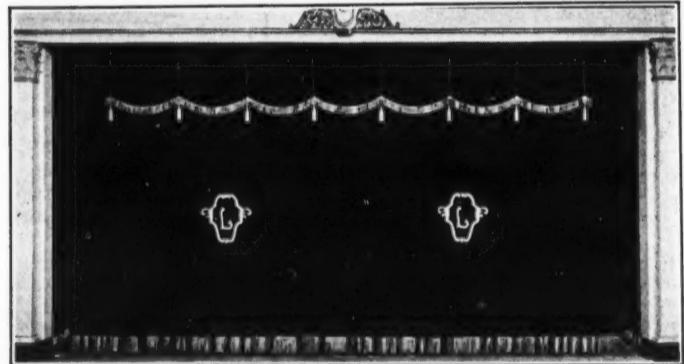
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## NEW BOOKS

### Mastery Spellers

By Jas. H. Smith and Wm. C. Bagley. Book I, for second, third, and fourth grades; 218 pages; price, 60 cents. Book II, for fifth and sixth grades, 152 pages; price, 52 cents. Book III, for seventh and eighth grades, 152 pages; price, 52 cents. D. C. Heath & Co., Boston.

Three features of these spellers appeal to us as distinctly worth while. First, the authors have frankly recognized that all children cannot be expected to carry a maximum load in spelling, but that all must master a minimum list which forms the basis of our common adult and child vocabulary. They have accordingly grouped all words in three series of lists: a minimum which is so presented that 100-per-cent mastery is insured in a review and in special 100-per-cent tests; a supplementary list which the great majority of pupils are capable of readily learning, and an additional supplementary list which the rapid members of the class can master.

A second feature is the careful attention which has been given to make the work interesting and to utilize dictation exercises, reviews, flash cards, games, problems, etc., to vary the character of the work from day to day and to make it effective as well as interesting.

A third feature is the careful selection of the vocabulary which has been worked out on the basis of the latest analyses of written and spoken vocabularies and of standard-test results. It is reassuring to note that the authors have used their own judgment in adding a considerable number of words in common use, but not readily found in any of the ordinary vocabularies. Similarly, it is reassuring to find that they have added geographical names and other important terms and proper names which belong to the American heritage of history and which every child should be familiar with.

The printer has cooperated splendidly with the authors to make the books readable and attractive. Especially difficult words are emphasized and our

old friends, the spelling demons, are duly noted with asterisks.

### Essentials of Applied Electricity

By E. W. Jones, Professor of Physical Science. Cloth, 254 pages. Published by The Bruce Publishing Company, Milwaukee, Wisconsin.

Recognizing electricity as a universal power and a symbol of modern progress, the author has constructed a textbook which deals with the subject in the light of its practical application and uses.

The first chapter tells the story of electricity in a compact way in word and illustration. Electric currents are then described. Batteries and their uses come in for adequate attention. Magnets and magnetism are explained. Ohm's law, and its application, is demonstrated. Then the author goes into a study of conductors and circuits, electric generators, motors, and coils.

An interesting chapter is provided in description of electricity in the home. The various uses to which electricity is here applied, is minutely told. The small transformer, experimental apparatus, and the various things to build in the field of electricity are dealt with.

The author provides an appendix on shop equipment and materials. He also notes a list of reference books for a shop library.

### The Hiawatha Primer

By Florence Holbrook. Cloth, 152 pages. Price, 84 cents. Published by Houghton Mifflin Company, Boston.

The publishers, in presenting this book, announce that it is "an old favorite in a new form." This claim is well made. Children love to read about Indian life. The Hiawatha story is always charming, and the author and artist, together with the publisher, have produced a delightful book. There are many well-drawn illustrations which add interest to the text.

### Menagerie Intime

By Theophile Gautier. Edited by Francois de La Fontainerie. Cloth, 133 pages. Silver, Burdett & Co., New York City, N. Y.

### Deutsche Kultur Kunde

By Chas. M. Purin and Ernst Rose. Cloth, 8 vo., 448 pages. Johnson Publishing Co., Richmond, Va.

The first reading of the title of this book made the reviewer, whose ears still ring with the propaganda of the late war against that grotesque monster represented as German *kultur*, wonder at the temerity of any author who dares present real Ger-

man *kultur* as the subject matter of a beginner's reader and language book. Still a glance at the pages of the book convinces him of the splendid wisdom of the book, if only from the standpoint of bringing American children into contact with a few simple high spots of a rich, varied, and colorful human culture that is both ancient and modern. We know of no better method of knowing and appreciating our own American and English cultural background than by just such a study as the present book permits. In no other way can we make comparisons, note similarities and differences, appreciate advantages, and even regret the lack of some privileges which have been denied us.

The selections for reading are taken largely from modern writers and are ample, with exercises, translations, and memory work, to provide for two semesters of high school. The vocabulary is rather more extended than might be expected, but the authors fully justify it. The exercises emphasize vocabulary building and sentence construction quite as strongly as grammar. The emphasis is on the German *Sprachgefühl* which is so essential for the mastery of the language. Illustrations and typography reproduce the German book and art atmosphere quite successfully.

### Sangren-Woody Reading Test

By Paul Van Sangren and Clifford Woody. Form A, Form B, Keys to Forms A and B, Class Record and Manual of Directions. Specimen set, 20 cents, postpaid. Published by World Book Company, Yonkers, N. Y.

This silent-reading test for grades four to eight seeks to determine seven basic skills which children must acquire. Each of the two forms is accordingly divided into seven parts arranged for testing: (1) Word meaning; (2) reading rate; (3) mastery of facts; (4) understanding of total meaning; (5) mastery of the central thought; (6) ability to understand and follow directions; (7) ability to recognize logical ideas from a series of paragraphs reading. Both tests have been very carefully standardized and their validity has been fully established.

### Economic Institutions

By W. L. Thorp. Cloth, octavo. Price, \$1.50. The Macmillan Company, New York, N. Y.

This book is a volume of the World Today Bookshelf, sponsored by the Workers' Education Bureau. Written in terse sentences, and in vivid and frequently picturesque language, the book departs from the usual dry and formal style of works on

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economics. Some of the most difficult and controversial problems are condensed into a single paragraph or two, in simple and illuminating form that carries conviction for the author's view.

However, the book fails, it seems to us, to carry out the author's promise "to analyze our institutions" and "to look at them factually rather than critically." While he seems to deny the effect upon economic institutions of various systems of philosophy and of the great schools of religious thought (particularly of Christianity), he still promulgates his own philosophy which we suspect is some form of materialism.

#### Manual of Gilding and Compo Work

By C. A. Kunou. Cloth, 128 pages. Published by The Bruce Publishing Company, Milwaukee, Wisconsin.

This book is devoted to the use of gold in the arts, designed for use in what the author is pleased to term "manual education." He prefers this term to that of "manual training" and provides a conclusive argument for his preference.

The first chapter presents the historic and archeological facts on the art of gilding and the use of gold, silver, and brass. A fund of instructive reading is here provided. The practical application of gold painting and gilding is provided in the second. Every phase of this subject is dealt with.

In the next chapter the author tells all about compo, the short for composition, a mixture made of glue, whiting, boiled linseed oil, etc., and its use in making ornaments to be affixed while flexible. A series of formulas are provided. Methods of casting ornaments and attaching them are taught. Various articles and the manner of ornamenting are introduced.

Professor Kunou presents a plan of organization and the manner of teaching the subject. He also provides the necessary information regarding the administration of home-industry classes and gilding and compo clubs.

The book is prefixed with an interesting "Foreword" written by Dr. Susan M. Dorsey, superintendent of the Los Angeles schools. She notes that the work reveals new visions and values in manual education.

#### An Evaluation of Some Technics of Teacher Selection

By E. W. Tiegs. Cloth, 8 vo., 108 pages. Published by the Public School Publishing Company, Bloomington, Ill.

As assistant to the superintendent of schools at Minneapolis, responsible in part for the selection of teachers, the author made a study of the methods employed in appointing teachers. As a preliminary, he reviewed all the available studies on teacher employment and rating and made an evaluation of the several technics suggested and more or less successfully used in the larger school systems. Finally, he developed and applied in Minneapolis such technics as recommendations, letters of application, photographs, graphic rating on 12 and 41 points of personal teaching efficiency, and trade and mental tests. Each type of technic was carefully studied for reliability as proved by the success or failure of teachers employed; and the correlation of availability of the several technics was established. In general, the study proves that the more objective, complete, and scientific methods, involving the mental tests, etc., are not necessarily more reliable. A graphic rating technic in which the observations of experienced supervisors who have worked with a teacher are applied to a series of carefully selected points of efficiency, is the most rapid and dependable technic.

A study like the present is of undoubted value in pointing the way to further progress. The fact that it shows the more elaborate and scientific methods to be unsatisfactory, suggests how short a distance we have come in developing these methods and how much farther we shall have to travel before they are reliable, simple, and generally usable. The fact that a simple graphic rating blank is most effective is especially a valuable finding because it suggests a technic that is within the reach of the small school system and of its chief executive. It is the superintendent in the small town who is least equipped and has the least time to make correct selections of teachers. He needs the greatest amount of help in simple, usable form, and it is gratifying that technics which are within his reach are reliable.

#### Elementary Science by Grades

Book Two. By Ellis C. Persig and Elizabeth K. Peeples. Cloth, 244 pages. D. Appleton & Co., New York City.

The theme of this science reader for the second grade is the beauty of nature for those who have eyes to observe it. The 37 lessons or chapters embrace a wide range of studies of flowers, insects, birds, trees, vegetables, domestic pets, the sky—all arranged by seasons. Vocabulary, illustrations, and

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Cloth, 176 pages. The four books by Catherine T. Bryce and Rose Lees Hardy. Published by Newson & Company.

The three first named books constitute a series of primers, ingeniously devised and handsomely presented. The fourth is a teacher's manual on the use of the books. The authors, who have had extended experience in teaching primary classes, have given their books most unique titles, and have equipped them with most delightful teaching material.

The books abound in stories and incidences designed to fascinate the children and to impress them with some of the wholesome lessons which their surroundings offer. The illustrations are well drawn and in color. The text is set in large type.

#### The Child's Day

By Woods Hutchinson, M.D. Cloth, 218 pages. Price, \$0.75. Published by Houghton Mifflin Co., Boston, Mass.

This book is intended to teach the child how to protect his health and how to build up his strength in order that he may attain his full strength and vigor later in life. Dr. Hutchinson, the well-known author of health books, here offers a natural method of attaining the desired end by sketching the usual activities of a child's day, with a brief explanation of the bodily structure and its needs to make clear the need and the value of such a course. The method here shown is of particular value in reaching and holding the interest of the child and impressing upon his memory the things he has learned regarding health.

The book opens with a selection of health projects for the morning, and proceeds to other projects applicable to breakfast, to school, to eating and drinking, to work and play, and to the formation of good health habits.

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(Concluded on Page 47)

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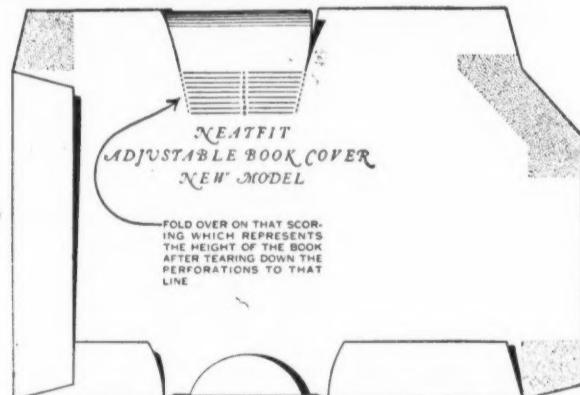
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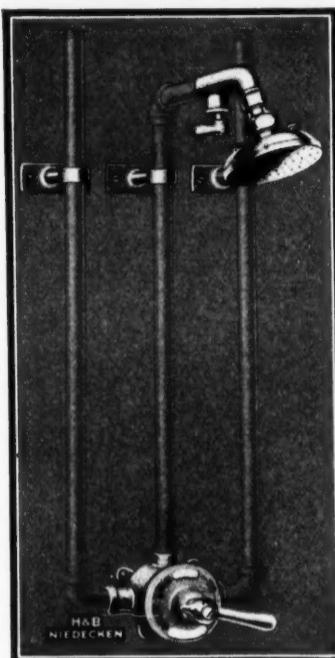
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(Concluded from Page 144)

#### Washburne's Individual Arithmetic

By Carleton Washburne, Emma J. Koepke, Claudia R. McAfee, and Frieda Barnett. Book I to V, Teachers' Manual, Test Book, Key, Paper. World Book Company, Yonkers, N. Y.

Several features commend these books, which are an outgrowth of the studies in individual instruction methods carried on by the senior author. Each book is limited to a single complete topic, so developed that it affords in the one unit all the basic facts and principles together with ample drill material to satisfy the needs of even the slow child. Book I presents the simplest elements of addition and subtraction for the first and second grades; book II may be begun near the end of the second-grade year so that practice in addition and in writing numbers with five digits is well begun. Books III, IV, and V carry along work in subtraction, multiplication and simple division in the third grade, but for some classes the second half of book V may be postponed until the fourth grade. The method of the books calls for individual instruction by the teacher, and individual progress and self-correction on the part of the pupils. Number combinations have been studied for additional drill on inherently difficult combinations. Diagnostic tests are provided in a separate book so that additional corrective drill may be given. The books have a minimum amount of child-interest material, games, and problems taken from life—and this element, while it is not essential for a course in which interest is held by the personal attention of the teacher and the motive of individual progress, seems to be of increasing necessity as children progress in arithmetical studies. The teacher helps, which the author provides, certainly make drill, testing, and remedial work a joy rather than a bugbear.

#### The Vision of Sir Launfal

By Dorothy Clark and Georgia L. Unverzagt. Price, 50 cents. A. S. Barnes and Co., New York.

A pageant based on Lowell's poem.

#### Play Days

By Helen N. Smith and Helen L. Coops. Paper, 45 pages. Price, 75 cents. A. S. Barnes and Co., New York.

This book outlines specific plans for conducting competitive play days more particularly for girls.

#### The Problem of Indian Administration

By Lewis Meriam and Associates. Cloth, 894

pages. Institute for Government Research, Washington, D. C.

This volume is the report of a scientific survey by ten experts, submitted recently to Secretary Hubert Work.

#### Problem Exercises for High-School Teachers

By Douglas Waples and others. Cloth, 190 pages. Price, \$1. University of Chicago Press, Chicago, Ill.

#### Radio

By Elmer Burns. Cloth, 255 pages. Price, \$2. D. Van Nostrand and Co., New York, N. Y.

The subtitle of this book, "A study of first principles for schools, evening classes, and home study," explains its content and purpose. The author has true teaching ability and makes the best possible use of it in analyzing the complicated and difficult principles of electrical resonance and stating them in logical, simple, and understandable sequence.

#### My Progress Book in Reading

By Eleanor M. Johnson. Beginner's Book, paper, 72 pages. Book Two, paper, 72 pages, price 25 cents each. Looseleaf Education, Inc., Columbus, Ohio.

These readers are intended to introduce children to silent reading. They include simple ability tests and purposeful seat work. The vocabularies are carefully chosen.

#### PUBLICATIONS RECEIVED

*The Construction and Validation of a French Grammar Test of the Selection or Multiple-Choice Type.* By F. D. Cheydeur. Paper, 15 pages. Reprinted from the Journal of Educational Research, March, 1928. The present study was undertaken to find a test that would be valid, reliable, comprehensive, and administratively feasible as to time, ease of administration, scoring, and interpretation. The test technic shown was that of the selection or multiple-choice type, with four alternative responses.

The values of tests to secure homogeneity in classification and the desirability of other comparable tests in other abilities developed by foreign-language instruction became at once evident.

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*Results and Significance of the New Type of Modern Language Tests.* By F. D. Cheydeur. Paper, 19 pages. Reprinted from The Modern Language Journal. The purpose of the study was to discuss the results and the significance of the new type of modern language tests known as the Hemmon French Tests, the Columbia Research Bureau Tests, the Iowa Placement Examinations, and the American Council Tests.

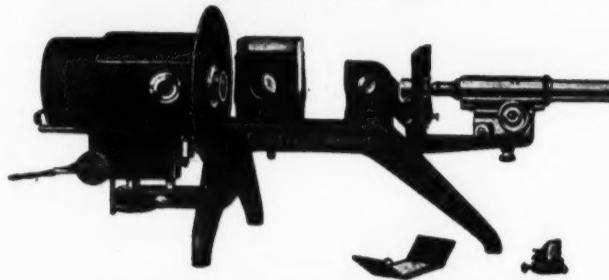
The study indicates rather clearly that functional grammar tests, when compared with the theoretical type, yield higher scores and that in the last analysis they are a more reliable measure of the student's mastery of the subject. It is useful in the development of clear thinking and expression, a fact often overlooked by those who decry its merit in school or college courses.

In the study, the author has made an attempt to present some facts about the recent experiments in the field with the new type of modern-language tests. He selected certain findings of the American Council Tests that seemed characteristic and symptomatic and commented upon their significance in passing. While the author would not entirely dispense with essay forms of examination, he recommends, however, that dependence upon them alone be abandoned, and that they be supplemented by the new type of educational tests.

*Schoolroom Hazards to the Mental Health of Children.* Garry C. Myers. Paper, 12 pages. Published by the National Committee for Mental Hygiene, New York City. A discussion of the mental hazards due to hurry-up methods adopted in many schools.

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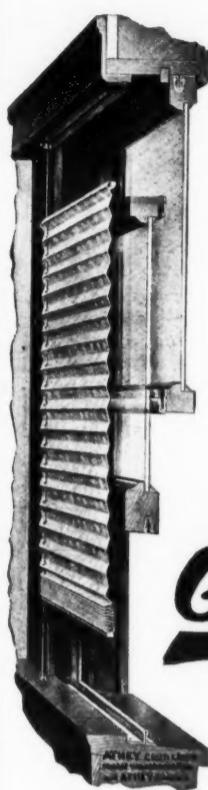
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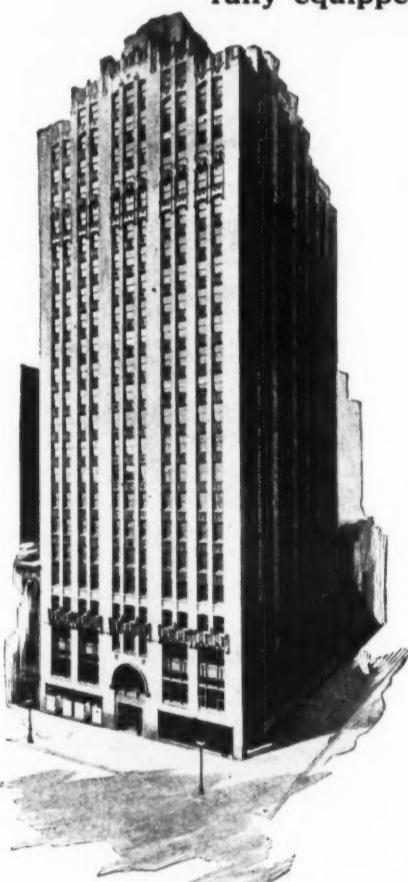
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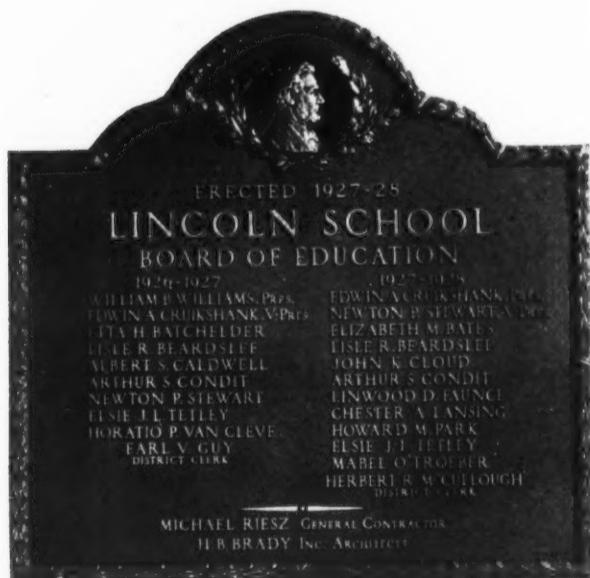
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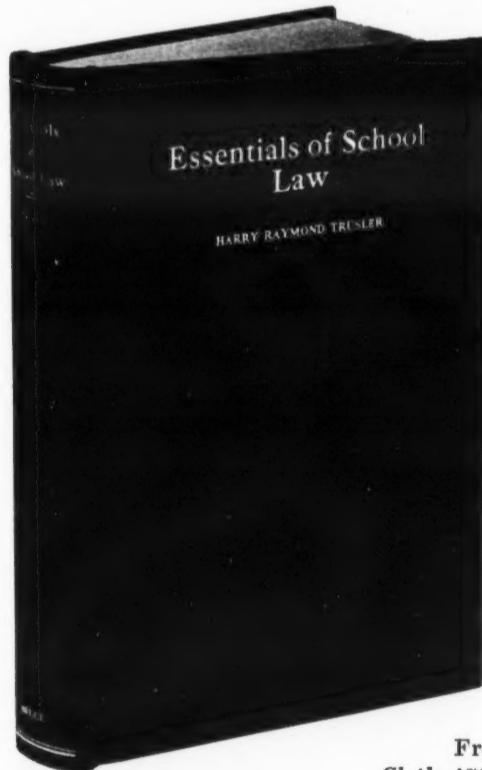
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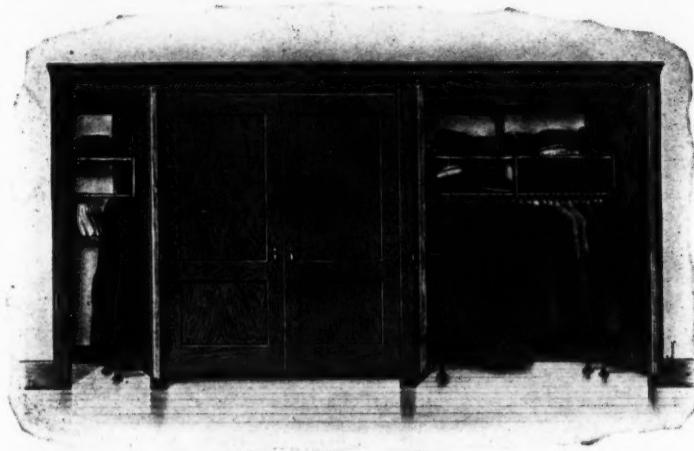
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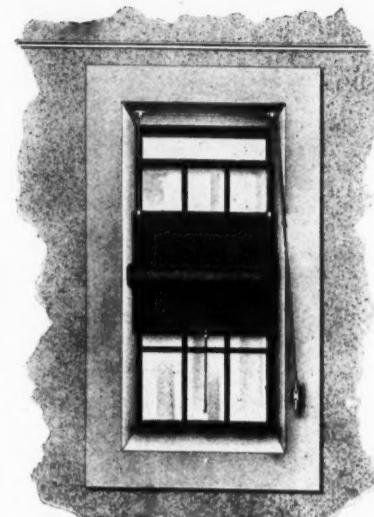
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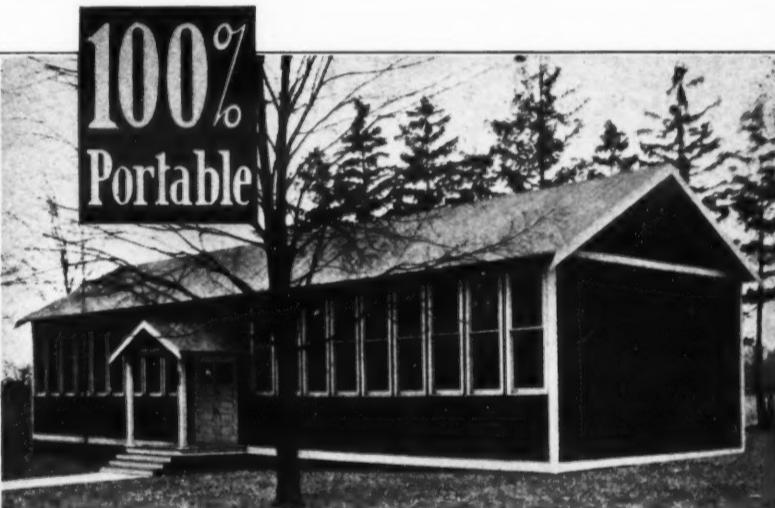
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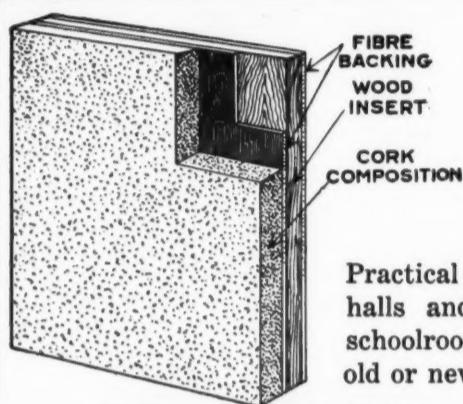
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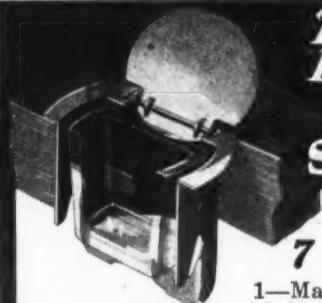
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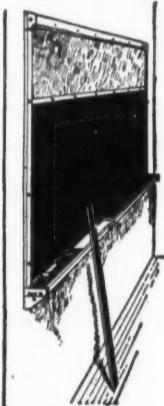
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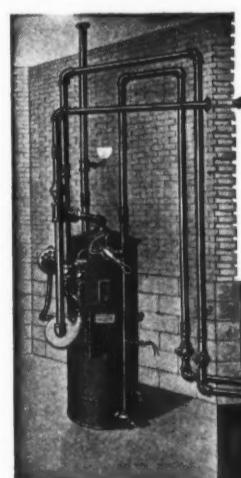


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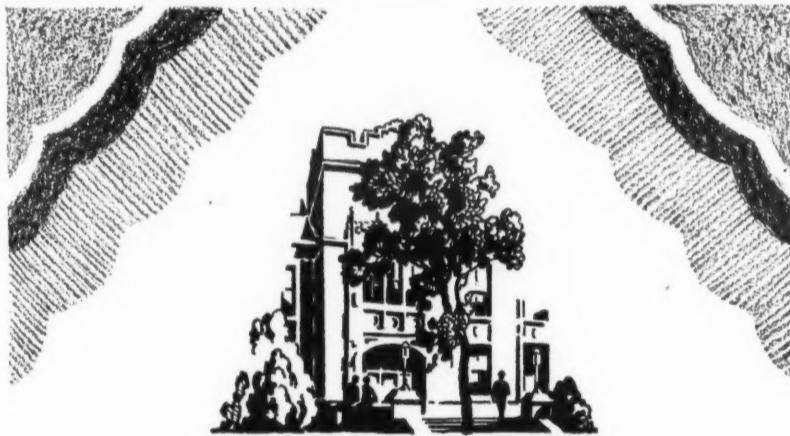
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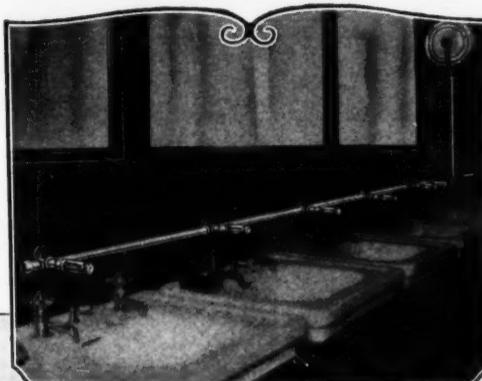
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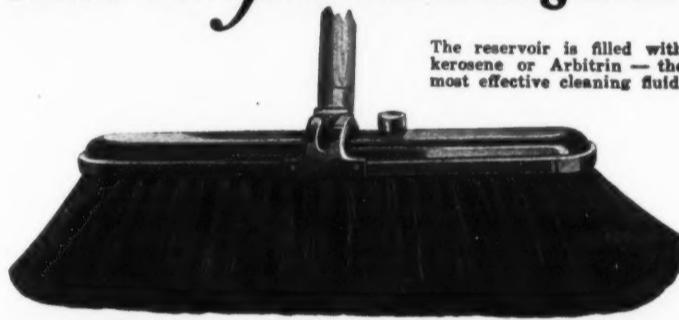
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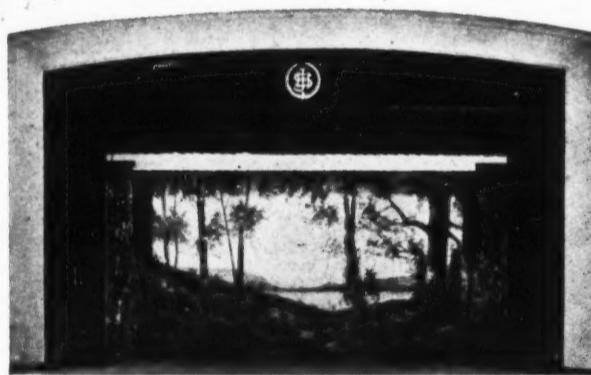
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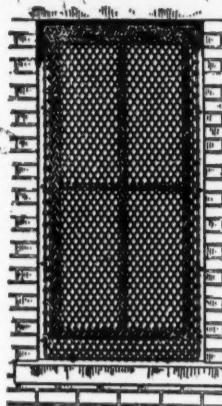


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N. Y. Silicate Book Slate Co.

Weber Costello Company

### COOKING APPARATUS

Cleveland Range Company, The

Dougherty & Sons, Inc., W. F.

### CORK TILE AND CORK CARPET

Bonded Floors Co., Inc.

### CRAYONS

American Crayon Company

Beckley-Cardy Company

Binney & Smith

National Crayon Co.

Rowles Co., E. W. A.

Weber Costello Company

### CRAYON COMPASSES

N. Y. Silicate Book Slate Co.

Weber Costello Company

### CRAYON TROUGHS

Dudfield Manufacturing Company

Weber Costello Company

### DAMP-PROOFING

Vortex Mfg. Co.

### DEAFENING QUILT

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### DIPLOMAS

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### DISHWASHERS

Cleveland Range Company, The

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U. S. Sanitary Specialties Corp.

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Hillyard Chemical Company

Huntington Laboratories, Inc., The

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### DISPLAY RACKS

Hammett Company, J. L.

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Cleveland Range Co.

Dougherty & Sons, Inc., W. F.

Kewaunee Mfg. Co.

Kimball Company, W. W.

Peterson & Co., Leonard

Sheldon & Co., E. H.

Van Range Co., John

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Norton Door Closer Co.

Sargent & Company

### DOOR HOLDING EQUIPMENT

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Irving Hamlin

Roddie Lumber & Veneer Co.

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Lupton's Sons Co., David

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Christiansen, C.

Kewaunee Mfg. Co.

Sheldon & Co., E. H.

### DRAFTING ROOM FURNITURE

Angle Steel Stool Company

### DRAWING EQUIPMENT

Eagle Pencil Company

### DRINKING FOUNTAINS

Century Brass Works, Inc.

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Murdock Mfg. & Supply Co., The

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Rowles Co., E. W. A.

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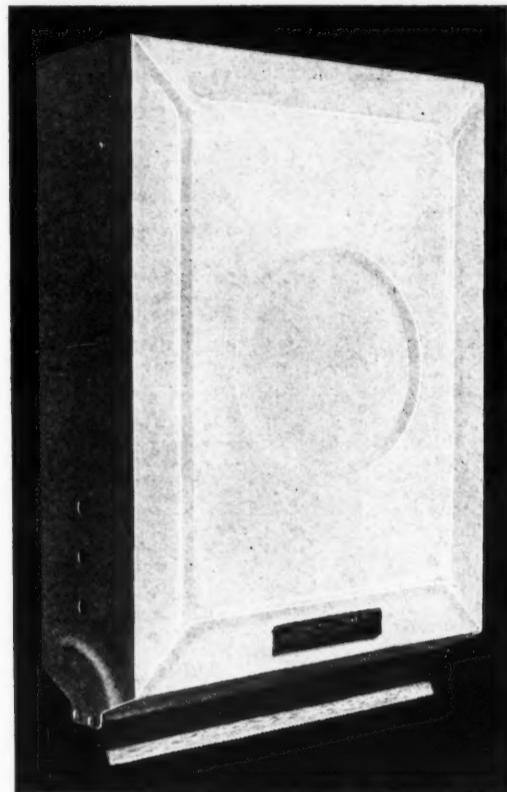
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Adam Electric Company, Frank

Cleveland Range Company, The

### ELECTRIC TOWELS

# NIBROCS for HEALTH



**N**IBROC Towels serve both buyer and user. Each towel is highly absorbent and of sufficient size and strength to thoroughly dry the hands. Hence, Nibrocs bring economy to the buyer.

To the user, Nibrocs promote health. Each towel is individually served from a white enameled, dust proof, steel cabinet, one at a time. Nibrocs are good to the most sensitive skin, as they are free from any injurious chemicals.

Your schools should have the best—and Nibrocs *are* the best. ONE WIPES DRY.



Handsome, white enameled steel cabinets are loaned without charge to all users of Nibroc Towels.

Sample packages of Nibrocs will be sent upon request and without obligation.

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MINNEAPOLIS

ST. LOUIS

# School Board Journal

## DIRECTORY OF EQUIPMENT AND SUPPLIES

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms.

- PENS**  
Esterbrook Pen Company
- PENCILS**  
American Crayon Company  
Eagle Pencil Company
- PENCIL SHARPENERS**  
Automatic Pencil Sharpener Co.
- PIANOS**  
Aeolian Company, The  
American Piano Company  
Kimball Company, W. S.
- PLAYGROUND APPARATUS**  
Chicago Gymnasium Equip. Co.  
Everwear Mfg. Company  
Hill-Standard Company  
Mitchell Manufacturing Co.  
Narragansett Machine Company  
Potter Manufacturing Corp.
- PLAYGROUND ENCLOSURES**  
Anchor Post Fence Company  
Plumbing Fixtures  
Bowles Manufacturing Co., The  
Bradley Wash Fountain Company  
Century Brass Works, Inc.  
Church Mfg. Company, C. F.  
Clow & Sons, James B.  
Hoffmann & Billings Mfg. Co.  
Nelson Mfg. Company, N. O.  
Rundle-Spence Mfg. Company  
Vogel Company, Joseph A.
- POINTERS**  
N. Y. Silicate Book Slate Co.  
Weber Costello Company
- PORTABLE BLEACHERS**  
Detroit Atlas Portable Bleacher Co.
- PORTABLE SANDING MACHINES**  
Clarke Sanding Machine Company
- PORTABLE SCHOOLHOUSES**  
American Portable House Co.  
Armstrong Company, The  
Asbestos Buildings Co.
- CIRCLE A PRODUCTS CORPORATION**  
Harris Brothers Company  
Mershon & Morley Company
- PROJECTION LANTERNS**  
Spencer Lens Co.  
Trans-Lux Daylight Picture  
Screen Corp.
- PROJECTORS**  
Bausch & Lomb Optical Co.  
Holmes Projector Company  
International Projector Corp.
- PUBLIC ADDRESS SYSTEMS**  
Graybar Electric Co., Inc.
- RANGES**  
Cleveland Range Company, The
- REINFORCED STEEL**  
Berger Manufacturing Company
- RECORD SYSTEMS**  
Remington Rand Bus. Service, Inc.
- ROLLING PARTITIONS**  
Acme Partition Company  
Wilson Corp., Jas. G.
- ROOFING**  
Barrett Company, The
- RULERS**  
Seneca Falls Rule & Block Co.
- SANDERS**  
Clarke Sanding Machine Company
- SAFETY STAIR TREADS**  
American Abrasive Metals Co.  
Safety Stair Tread Co., The
- SASH OPERATING DEVICES, STEEL**  
David Lupton's Sons Co.
- Detroit Steel Products Company**
- SASH, STEEL**  
Detroit Steel Products Company  
Lupton's Sons Co., David
- SASH, VENTILATING**  
Detroit Steel Products Company
- SCIENTIFIC APPARATUS—ELECTR.**  
Rowles Co., E. W. A.
- STANDARD ELECTRIC TIME COMPANY**
- SCENERY**  
Windowcraft Drapery Co.
- SCREENS—PICTURE**  
Trans-Lux Daylight Picture  
Screen Corp.
- SCRUBBING EQUIPMENT**  
Continental Chemical Corporation  
Finnell System, The
- SHOWERS**  
Clow & Sons, James B.  
Hoffmann & Billings Mfg. Co.
- SKYLIGHTS—METAL**  
Lupton's Sons Co., David
- SLATED CLOTH**  
Beckley-Cardy Company  
N. Y. Silicate Book Slate Co.  
Weber Costello Company
- SOAP DISPENSING EQUIPMENT**  
Palmer Products, Inc.  
U. S. Sanitary Specialties Corp.
- SOAP—LIQUID**  
U. S. Sanitary Specialties Corp.
- SPRAY PAINTING EQUIPMENT**  
Vortex Mfg. Co.  
DeVilbiss Mfg. Co., The
- STAFF LINERS**  
Weber Costello Company
- STAGE CURTAINS, EQUIPMENT AND SCENERY**  
Acme Scenic Studios  
Beck & Sons Co., The Wm.  
Kansas City Scenic Co.  
Lee Lash Studios  
Novelty Scenic Studios  
Tiffin Scenic Studios  
Twin City Scenic Company  
Universal Scenic Studios, Inc.
- STAGE EQUIPMENT**  
Windowcraft Drapery Co.
- STAIR TREADS**  
Alberene Stone Company  
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Norton Company  
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- STEEL JOISTS**  
Truscon Steel Company
- STEEL SASHES**  
Detroit Steel Products Company
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Durabilt Steel Locker Co.  
Durand Steel Locker Company  
Medart Mfg. Co., Fred
- STEEL WINDOWS**  
Detroit Steel Products Company  
Lupton's Sons Co., David  
N. W. Expanded Metal Company
- STEREOPTICONS**  
Society for Visual Education, Inc.
- TABLES**  
Gunn Furniture Company  
Kimball Company, W. W.  
Remington Rand Bus. Service, Inc.  
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Graybar Electric Co., Inc.  
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- TEMPERATURE REGULATION**  
Buffalo Forge Company  
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- TICKETS**  
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- TOILET PAPER AND FIXTURES**  
A. P. W. Paper Company  
National Paper Products Co.  
Palmer Products, Inc.  
U. S. Sanitary Specialties Corp.
- TOWELS**  
A. P. W. Paper Company  
Bay West Paper Company  
Brown Company  
National Paper Products Co.  
Palmer Products, Inc.  
U. S. Sanitary Specialties Corp.
- TOILET PARTITIONS**  
Clow & Sons, James B.  
Litterer Bros. Mfg. Company  
Mills Company, The  
Sanymetal Products Company  
Structural Slate Company
- Weis Mfg. Co., Henry**
- TYPEWRITERS**  
Remington Rand Bus. Service, Inc.  
Underwood Typewriter Company
- VACUUM CLEANING SYSTEMS**  
Spencer Turbine Company, The  
Invincible Vac. Cleaner Mfg. Co.
- VACUUM PUMPS**  
Dunham Company, C. A.  
Nash Engineering Company
- VALVES—FITTINGS**  
Bowles Manufacturing Co., The  
Clow & Sons, James B.
- VENETIAN BLINDS**  
Hough Shade Corporation
- VENTILATING SYSTEMS**  
Buckeye Blower Company  
Buffalo Forge Company  
Dunham Company, C. A.  
Nelson Corp., The Herman  
Peerless Unit Vent. Co., Inc.  
Sturtevant Company, B. F.
- VENTILATORS**  
Buffalo Forge Company  
Globe Ventilator Company  
Lupton's Sons Co., David
- VOCATIONAL EQUIPMENT**  
Buffalo Forge Company  
Christiansen, C.  
Columbia School Supply Co.  
Kimball Company, W. W.  
Sheldon & Company, E. H.  
Wallace & Co., J. D.
- WARDROBES**  
Evans, W. L.  
K-M Supply Company  
Wilson Corp., Jas. G.
- WASTE PAPER BASKETS**  
National Vulcanized Fibre Co.  
N. W. Expanded Metal Company
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Solar-Sturges Mfg. Co.  
U. S. Sanitary Specialties Corp.
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Bowles Manufacturing Co., The
- WATER COLORS**  
American Crayon Company
- WATER PURIFIERS**  
Clow & Sons, Jas. B. (R. U. V.)  
Wallace & Tiernan, Inc.
- WATER SYSTEMS**  
National Utilities Corp.
- WEATHERSTRIPS**  
Athey Company, The
- WINDOWS—ADJUSTABLE**  
Austral Window Company  
Mutschler Brothers Company  
Detroit Steel Products Company  
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N. W. Expanded Metal Company  
Truscon Steel Company  
Universal Window Company  
Williams Pivot Sash Company
- WINDOW FIXTURES**  
Austral Window Company  
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Peerless Unit Ventilation Co., Inc.  
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- WINDOW GUARDS**  
American Fence Construction Co.  
Badger Wire & Iron Works  
Logan Co. (Formerly Dow Co.)  
N. W. Expanded Metal Company  
Stewart Iron Works Co., The
- WINDOWS—REVERSIBLE**  
Austral Window Company  
Detroit Steel Products Company  
David Lupton's Sons Co.  
Williams Pivot Sash Company
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Columbia Mills, Inc.  
Du Pont de Nemours & Co., E. I.
- WINDOW SHADES**  
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**"Who Gets Paid"**

The story of Mr. Andrew J. Peters, superintendent of schools, Dover, Delaware, of a young lad is common of all young Americans. These young lads and lassies in our schools are great to discern and quick to judge. My youngster, the other day, had a tooth extracted. He watched me intently as I wrote the check for the dentist. As we left the dental office the youngster said, "Dad, did you have to pay him for pulling my tooth?" Here's the joke:

Johnnie had just come home from school one day and said, "Dad, do teachers get paid for their work?"

The father replied, "Yes, my son, why do you ask that?"

Johnnie remarked with a shrug of his shoulders, "Well, the students do all the work."

**The Melting Pot**

The story of Mr. Allen P. Keith, superintendent of schools, New Bedford, Massachusetts, proves in a witty way that the Jews have a claim to the Kingdom of Wit as well as the Irish. Wit, seriously speaking, is natural to the youth at least of all nationalities.

An assistant supervisor of physical education (Miss Lumiansky—Jewish) introduced herself to a class of 4B pupils in our foreign section thus: "Good morning, children; my name is Miss Lumiansky; I am a Russian." Calling on different children they gave their names and Miss Lumiansky said, "You are French; you are Polish; you are Portuguese," etc.

Finally, she called on a boy named Cohen and said, "Oh! you are a Russian, too." With a very sober face he replied, "No; Hebrew," much to the delight of teacher and pupils.

**—And They Both Laughed**

Mr. F. R. Phillips, superintendent of schools at Alma, Michigan, offers what he terms "an old one." His story is a clever bit of wit for folk who have a tendency to appear to be what they are not. A school man quoted to me the other day a good sentence, "What you are thunders so loud in my ears I cannot hear what you say you are."

A donkey and a Ford met on the highway. The Ford said to the donkey, "What are you?" The donkey answered, "I'm a horse; what are you?" The Ford answered, "I'm an automobile." Then they both laughed and passed on.

**SCENE IN A "STRIKE" SCHOOL**

Teacher: "Why are you late, comrade?"  
Pupil: "What's that to you, anyway?"  
Teacher: "Comrade, you must not be insolent to me."  
Pupil: "Garn, boojwa!" —Teachers' World, London.

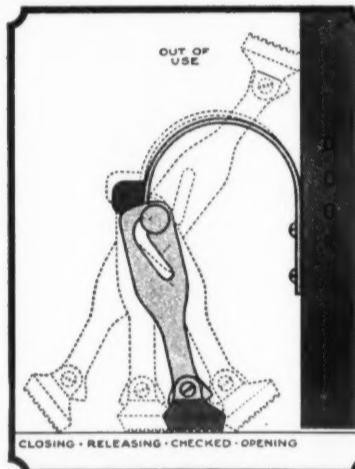
**A NEW CATALOG**

The American Seating Company has just issued a new catalog of auditorium chairs and assembly-hall seating. The catalog will be of particular interest to school authorities because of the great variety of the seating shown and because of the unique color illustrations which provide an exact idea of typical color combinations which are obtainable. A feature of the catalog is a series of illustrations of important auditoriums, school buildings and other structures which have been equipped by the firm. Copies will be sent to school authorities who address the American Seating Company at 14 East Jackson Boulevard, Chicago, Illinois.

**A NEW DOOR HOLDER**

The Austral Window Company has just announced a new type of door holder, one that will be of especial interest to school authorities who are troubled with slamming classroom doors, auditorium doors, and gymnasium doors.

The Austral door holder is rather clearly explained in the accompanying illustration which shows the various positions automatically assumed by the door holder by merely exerting pressure on the door knob. The holder may be raised to the position "out of use" by lifting it with the foot or with the hand.

**THE AUSTRAL DOOR HOLDER**

The holder acts automatically and silently, and permits the door to be set ajar at any convenient point. It serves also as a bumper to prevent the door from being flung back against bookcases or walls.

Full particulars may be had from the Austral Window Company, 101 Park Ave., New York, N. Y.

**NEW CATALOG OF LIBRARY FURNITURE**

Gaylord Brothers of Syracuse, N. Y., have issued a sixteen-page catalog, illustrating and describing a variety of furniture for the school library. The catalog lists and describes such pieces of furniture as table display, dictionary stand, magazine rack, book display case, charging desk, tables, chairs, and card catalog cabinets.

**NEW CATALOG OF FACTORY-BUILT SCHOOLS**

The Togian-Stiles Company of Grand Rapids, Mich., has issued a new catalog of factory-built schools, which illustrates and describes a variety of designs of portable schools suitable for emergency use in affording relief from overcrowded classrooms and contingencies resulting from fire or other causes.

The buildings in design, construction, and service are equal to the finest that money can buy. They serve the need adequately and economically as long as the need exists. In appearance, they are a credit to any community.

The Togian schools are made in standard one-, two-, three-, and four-room models to care for varying requirements in each community, and are planned so as to conform to the strictest building laws of the states.

Information concerning the Togian-Stiles portable schools may be obtained by writing to the Togian-Stiles Company at Grand Rapids, Mich.

**NEW CATALOG OF PLAYGROUND EQUIPMENT**

The Hill-Standard Company of Anderson, Ind., has issued a catalog of 68 pages, illustrating and

describing the Fun-ful line of playground equipment for school use. The catalog describes giant strides, ocean waves, merry-go-rounds, cycle strides, revolving parallel bars, coasters, slides, seesaws, teeter ladders, circular traveling ring outfits, outdoor gymnasium equipment, swing outfits, shelter sheds, and basketball backstops.

For further information concerning the Hill-Standard equipment, school officials are requested to write to the Hill-Standard Company at Anderson, Ind.

**RESILIENT FLOORS IN SCHOOLS**

Under the title, "Analyzing the Problem of Resilient Floors in Schools," the Bonded Floors Company, Inc., of Kearny, N. J., gives the results of a study of the especial flooring needs of schools, and how these needs are met through the application of various flooring materials. It is brought out that six major factors of sanitation, maintenance, comfort, quietness, durability, and appearance, as well as two minor factors of resistance to acids and alkalies, and ease of repair or replacement are involved in the selection of flooring materials.

Each of the preceding factors was studied independently and in relation to all the factors and was assigned an index number in accordance with the opinions of experts and the experience of well-informed persons. The index numbers as applied to twenty divisions of a school plan show at a glance the importance which must be placed upon each of the elements. The value of such a chart to architects will be readily understood and will save time in studying technical data and selecting floor materials.

To assist school authorities and architects in the selection of suitable "bonded flooring" materials, the firm has prepared another chart showing the practical use of "bonded floors" in schools, with the logical allocation of various types in the twenty divisions of a school plan.

The Bonded Floors Co., Inc., manufactures and installs the highest grade of resilient flooring material, including Gold Seal battleship linoleum, Gold Seal jaspe linoleum, Gold Seal treadlite tile, Gold Seal marbleized tile, Gold Seal carpet, and natural cork tile. A descriptive pamphlet describing the characteristics of each type will be sent to any architect, or school official, upon request.

**NEW CATALOG OF MICROSCOPES AND ACCESSORIES**

The Bausch & Lomb Optical Company of Rochester, N. Y., has just issued a 35-page booklet describing and illustrating the Bausch & Lomb line of high-grade microscopes and accessories for educational institutions. The catalog lists microscopes for biological work, for photomicrography, for studying colloids in liquids, gases, and solids, for examining opaque objects, for dissecting, for drawing, and for meeting various forms of usefulness in the school laboratory.

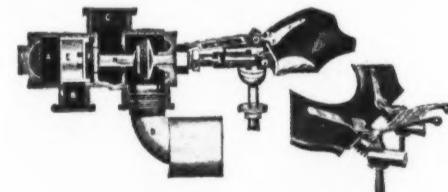
Complete information and prices may be obtained by writing to the Bausch & Lomb Optical Company at Rochester, N. Y.

**NEW TRUSCON STEEL CATALOG**

The Truscon Steel Company of Youngstown, Ohio, has just issued a new catalog of Truscon continuous steel windows and mechanical operators. It provides the technical data concerning the construction and installation of windows which are especially adapted to industrial buildings, with saw-tooth or monitor-type roofs. The catalog is designated as No. 126.

**BOWLUS COMPANY MANUFACTURES JEWEL FLUSH VALVE**

The Bowlus Mfg. Company of Springfield, Mass., has announced the marketing of its new Jewel seat-operating closet. The closet has a reputation for durability and efficiency in school buildings due to the use of the Jewel flush valve, which makes it possible to operate with 100-per-cent efficiency under the water pressure of 5 to 15 lb.

**THE JEWEL VALVE**

The Jewel flush valve is the main mechanical element of the new seat-operating closet. This feature is of special advantage due to the simplicity of operation, minimum of maintenance cost, and placing of the operating springs to prevent rust and corrosion.

The Bowlus Company has recently been reorganized, under the management of Mr. A. D. Hosterman, which has led to many improvements both upon the Bowlus Jewel closets and the Bowlus flush valves.



*Collinwood  
High School,  
Cleveland, Ohio*



*Longwood Com-  
mercial High School,  
Cleveland, Ohio*



*Dykes' School  
of Commerce  
Cleveland, Ohio*



*West Commerce  
High School,  
Cleveland, Ohio*

# Cleveland . . . .

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**Remington Rand Business Service Inc.**  
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Buffalo, N. Y.

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Please send me your booklet 1040, "A Broader Opportunity for Community Service."

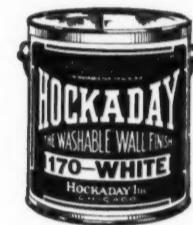
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# How to Keep a Wall Clean

The  
**WALLMARK**  
of Quality



Try to keep dirt off a newly painted wall in a busy office. You'll have your hands full. One oily-haired caller uses it for a headrest . . . another tries out his fountain pen against its gleaming surface . . . a third finds it convenient for jotting down memoranda. Added to all this is the steady accumulation of dirt and soot.

Building tenants don't have to mount guard to keep walls clean, however, if they are

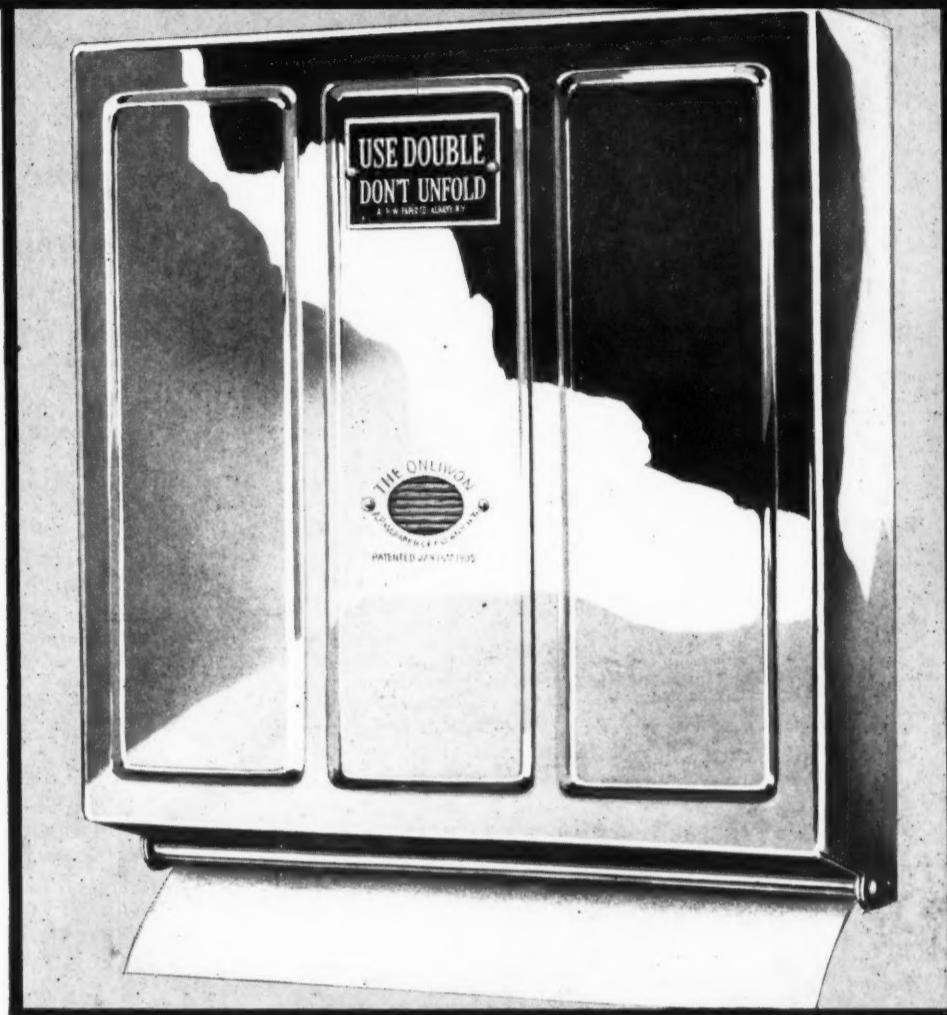
Hockadayed. Hockaday is washable. It dries with a smooth non-porous finish that water will not affect. It stands repeated washings, year after year, and keeps walls looking new indefinitely. Hockaday is immune to limeburn, air checking, suction, peeling and other common paint ailments. It is the inevitable choice of building owners who make a thorough, comparative study of paints for greatest economy.

You can settle the high cost of repainting for years to come by specifying throughout, in buildings under your supervision, Hockaday, the Washable Paint. Learn more about this wonder paint; send for free booklet, "Paint Mileage."

HOCKADAY, INC.  
1823-29 Carroll Avenue  
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**HOCKADAY**  
THE WASHABLE PAINT FOR ALL INTERIORS

**A. P. W. PAPER COMPANY, ALBANY, N. Y. U. S. A.**



*Pressed steel Onliwon  
towel cabinet in rust-  
proof nickel silver. Yale  
lock to prevent theft and  
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## Prompt, unfailing, country-wide service

YOU can always depend on Onliwon service wherever and whenever you need it. Our warehouses and distributors are situated in convenient centers throughout the entire country.

This nationwide service has been made possible because of Onliwon's tremen-

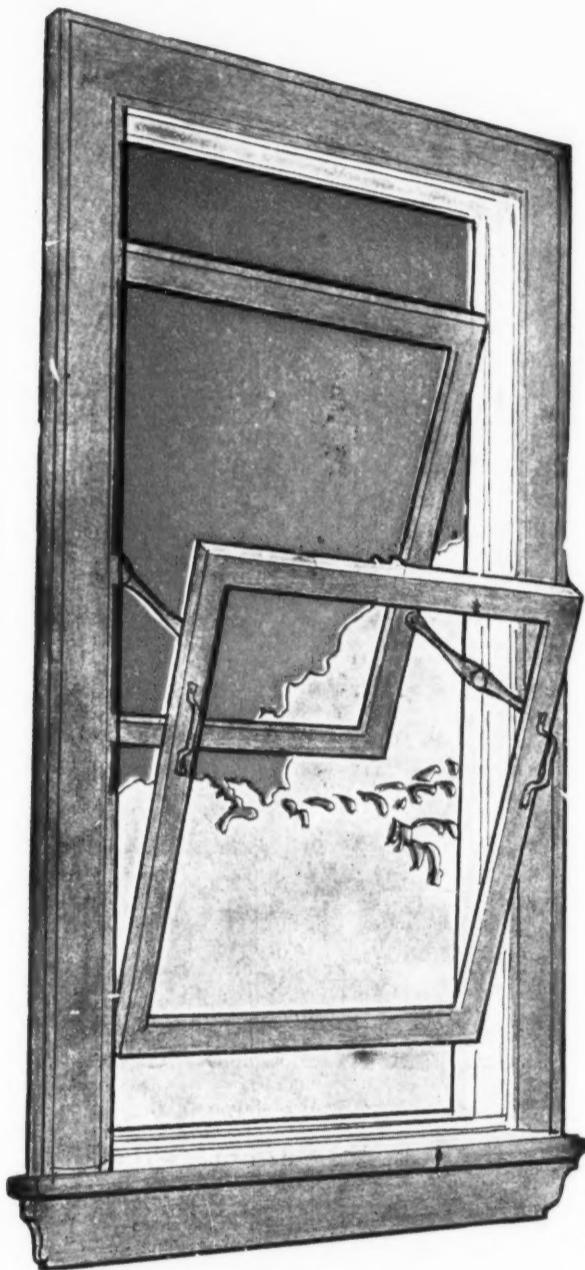
dous popularity—a popularity based on the utmost in paper towel and toilet paper service at exceptionally low cost. For prompt, unfailing service without waste—insist on Onliwon.

A. P. W. Paper Company, Albany, New York, U. S. A.

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**TOILET PAPER AND PAPER TOWEL SERVICE**

# AUSTRAL WINDOWS, STANDARD SCHOOL EQUIPMENT



*The Judgement of  
These School  
Specialists Favors  
AUSTRAL WINDOWS—*

ASHFORD, SNOWDEN  
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WILDERMUTH, JOE H. &  
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WHITE, LUCIUS R.  
WYATT & NOLTING  
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